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ABSTRACT

The lessons in this 3-part series are intended to provide students with a basic understanding of the relationship between the United States and Mexico, with emphasis on multiple perspectives, conflict and cooperation, and interdependence. This curriculum unit, Part 1, examines two important historical episodes. The first episode focuses on a conflict between the two countries, the Mexican-American War, while the second episode focuses on an instance of cooperation between the two countries, the "Bracero" Program of the mid-20th century. The introduction presents a rationale, state and national history standards, series goals, matrix of lessons, materials needed, time and suggested sequence of activities, and small-group roles. This unit contains three lessons: (1) "Setting the Context for U.S.-Mexico Relations" (contains a questionnaire, 2 handouts, and 4 maps); (2) "The Fight for Texas and the Mexican-American War" (contains 3 timelines, 5 biography cards, 2 handouts, 6 resource sheets, and vocabulary); and (3) "The Bracero Program" (contains a handout, 5 impressions, and 7 writing exercises). (BT)



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# Episodes in the History of U.S.—Mexico Relations

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# EPISODES IN THE HISTORY OF U.S.–MEXICO RELATIONS

Developed by Lucía Nuñez
Rebecca Chavez, Amy Cheng, Pearl Kim, Gary Mukai, Carol Murphey, and Martín Valadez

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*Series*
*Introduction*

# U.S.–Mexico Relations

## A Three-Part Series

### Rationale and Introduction

The histories of the United States and Mexico have been closely linked since at least the middle of the 19th century, when Mexico lost half of its territory to the United States with the signing of the Treaty of Guadalupe Hidalgo in 1848. Since that time, the two countries have had close relations as events that occur in one country invariably affect the other. The presence of a large Mexican-American population in the United States and the signing of the North American Free Trade Agreement (NAFTA) clearly demonstrate the continued importance of U.S.–Mexico relations.

In light of these close ties, the lessons in this three-part series are intended to provide students with a basic understanding of the relationship between the United States and Mexico. In part one, *Episodes in the History of U.S.–Mexico Relations*, students will examine two important historical episodes. The first episode focuses on an instance of conflict between the two countries, namely, the Mexican–American War in the mid-19th century. The second episode focuses on an instance of cooperation between the two countries, namely, the Bracero Program in the mid-20th century.

In part two, *Contemporary Issues in U.S.–Mexico Relations*, students will examine three key contemporary issues: immigration, NAFTA, and the environment.

Because the students will not be able to appreciate these historical and contemporary lessons without having some knowledge of the geography of the two countries, each of these two parts of the series begins with a lesson that sets a geographic context for the lesson topics.

In part three, *U.S.–Mexico Economic Interdependence: Perspectives from Both Sides of the Border*, students will examine perspectives on trade, twin cities, and the maquiladoras.

The following themes are emphasized throughout the U.S.–Mexico Relations series:

- multiple perspectives
- conflict and cooperation
- interdependence (economic, political, and social) between the two countries

Although all three themes may be explored in all of the lessons, one or two of the themes may be more important in certain lessons.

# series introduction

After completing the lessons in this series, the students should understand not only the importance of the relationship between the United States and Mexico, but also how events and changes in Mexico have affected and continue to impact the economy, society, and politics of the United States.

## State and National History Standards

Many states recommend the teaching of U.S. relations with Mexico at the middle school level. The *History–Social Science Framework for California Public Schools*, for example, includes this study at the grade 8 course of study:

> Special attention should be given to the Mexican–American War, its territorial settlements, and its aftermath in the lives of the Mexican families who first lived in the region. (p. 71)

The *History–Social Science Framework for California Schools* also includes the study of Mexico at the grade 10 course of study:

> They [students] should also consider Mexico's relationship with the Yankee colossus to its north, including the lure that the United States holds for Mexico's people seeking economic opportunity. (p. 92)

The *National Standards for History* recommends the teaching of U.S. relations with Mexico at either the 5–12 or 9–12 grade levels, as listed under the "Expansion and Reform" section of the standards:

> 5–12 Explain the causes of the Texas War for Independence and the Mexican–American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.
>
> 9–12 Analyze different perspectives on the Mexican–American War. (p. 93)

*Episodes in the History of U.S.–Mexico Relations* is recommended for grades 8–12. *Contemporary Issues in U.S.–Mexico Relations* is recommended for grades 9–12. *U.S.–Mexico Economic Interdependence: Perspectives from Both Sides of the Border* is recommended for grades 8–12.

## Series Goals

Each of the lessons in this curriculum unit lists its specific learning objectives. The following list of objectives reflects larger goals for the three-part U.S.–Mexico Relations series as a whole.

In this curriculum unit, students will:

- develop a basic understanding of the history of U.S.–Mexico relations
- develop a basic understanding of contemporary issues related to immigration from Mexico to the United States, NAFTA, and the environment
- learn how geography has influenced relations between the United States and Mexico


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- appreciate multiple perspectives related to historical episodes and contemporary issues in U.S.–Mexico relations
- learn to think critically and make informed opinions
- evaluate different opinions and generate alternative perspectives on an issue
- learn tools to enhance awareness and communication
- work effectively in small and large groups

## Matrix of Lessons

Each of the three parts of the U.S.–Mexico Relations series can be taught individually. However, for teachers interested in utilizing the entire series or selected lessons taken from the three parts of the series, the following matrix is provided as a reference. The horizontal rows of the matrix show how the lessons in each of the three parts are related.

| Part One: *Episodes in the History of U.S.–Mexico Relations* | Part Two: *Contemporary Issues in U.S.–Mexico Relations* | Part Three: *U.S.–Mexico Economic Interdependence: Perspectives from Both Sides of the Border* |
|---|---|---|
| Lesson One: Setting the Context | Lesson One: Setting the Context | Lesson One: Setting the Context |
| Lesson Two: The Fight for Texas and the Mexican–American War | | |
| Lesson Three: Bracero Program | Lesson Two: Immigration | |
| | Lesson Three: North American Free Trade Agreement (NAFTA) | Lesson Two: Categories of Trade: The U.S.–Mexico Case |
| | Lesson Four: NAFTA and the Environment | Lesson Three: Interdependence and Devaluation: A Case Study |
| | | Lesson Four: Twin Cities Working Together: A Case Study |

## Materials

Handouts and primary-source documents have been provided with each activity. Permission is given to reproduce these handouts and documents for classroom use only.

## Time, Suggested Sequence of Activities

*Episodes in the History of U.S.–Mexico Relations* is divided into three lessons. We recommend one class period for Lesson One and two to three class periods each for Lessons Two and Three.

*Contemporary Issues in U.S.–Mexico Relations* is divided into four lessons. We recommend one class period for Lesson One, and two to three class periods for Lessons Two through Four.

*U.S.–Mexico Economic Interdependence: Perspectives from Both Sides of the Border* is divided into four lessons. We recommend one class period for Lesson One, and two class periods for Lessons Two through Four.

# series introduction

## Small-Group Roles

This three-part U.S.–Mexico Relations series engages students in many small-group activities. Some of the suggested roles and responsibilities for students working in small groups are:

- **Facilitator**: responsible for reading instructions or designating someone in the group to read instructions, for assuring that the group is on task, and for communicating with the instructor
- **Recorder**: responsible for writing answers to questions, taking notes, etc.
- **Timekeeper**: responsible for keeping track of the time allocated for activities
- **Materials Manager**: responsible for obtaining and keeping track of materials used by the group
- **Harmonizer**: responsible for the group process, making sure, for example, that no one dominates the discussion and that everyone is participating
- **Reporter**: responsible for organizing group presentations and presenting results of activities to the class

## Subjects

This series is recommended for use in social studies, history, global/international studies, ethnic studies, and contemporary issues classes.

## Equipment

- Overhead projector

## Icons

For easier reference, the following icons are used throughout the series:

Notes to the Teacher

Small Group Activity

Transparency

Group Presentation

## References

*History–Social Science Framework for California Public Schools*. 1997 Updated Edition. Sacramento: California Department of Education, 1988, 1997.

*National Standards for History*. Los Angeles: University of California, 1996.



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*Lesson One*

# SETTING THE CONTEXT FOR
## U.S.–MEXICO RELATIONS

### Organizing Questions

- What does "bilateral" mean?
- What are the basic physical and political geographic features of Mexico?
- Why is the border region between the United States and Mexico important?

### Introduction

The United States and Mexico are diverse, complex countries with a shared history. The geographic proximity of the United States and Mexico has allowed for an exchange of ideas, interaction of cultures, and cross movement of people. To understand how U.S.–Mexico relations have developed into what they are today, it is important to know something about geography. A knowledge of geography is helpful when trying to understand bilateral relations, particularly of countries that share a common border.

In addition, it is important to learn about the regions on either side of the border that divides the two countries because that is where the connections and similarities between the two nations are likely to be most noticeable. Studying geography historically will also aid our understanding of the relations between the two countries because, as we will learn, much of what is now the U.S. Southwest was once part of Mexico.

In the first portion of this lesson, students will complete an "Impact on Me" questionnaire to see what they already know about the interdependence of these two countries. They will also be introduced to the concept of bilateralism. In the second portion of this lesson, students will be introduced to the basic physical and political geographic features of Mexico and will examine paired border towns along the U.S.–Mexico border.

Students will receive four maps in this lesson. These maps can be used as a reference for all three parts of the U.S.–Mexico Relations curriculum unit series.

### Objectives

*knowledge*

- to think critically about how geography influences history
- to acquire basic knowledge of the physical and political geography of Mexico

- to understand the interdependence of border towns as it relates to geography

*attitude*

- to appreciate the interdependence of border towns as it relates to geography
- to consider how U.S.–Mexico relations have affected students' own lives

*skill*

- to work effectively in small groups
- to develop map skills

## Materials

- Questionnaire, Impact on Me, one copy per student
- Handout #1, What Does "Bilateral" Mean?, one copy per small groups of 3–4
- Handout #2, Geographic Background of Mexico, one copy per student
- Physical Map of Mexico, one copy per student
- Political Map of Mexico, one copy per student
- U.S.–Mexico Border Map, one copy per student
- Map of U.S. Expansion, one copy per student

## Time

One class period

## Procedure

1. Introduce this curriculum unit by informing students that they will be studying U.S.–Mexico relations. This introductory lesson helps to set the context for the U.S.–Mexico Relations curriculum unit series.
2. To help students set a personal context for the contemporary economic and social relationship between the United States and Mexico, distribute a copy of the Questionnaire, Impact on Me, to each student. Allow students 10–15 minutes to fill out the questionnaire and write their responses to the discussion questions at the end of the questionnaire. As a class, discuss student responses to the discussion questions.

3. Divide the class into small groups of three or four students. Point out to students that they will be studying *bilateral* relations between the United States and Mexico. Distribute Handout #1, What Does "Bilateral" Mean?, to the small groups of students, and ask groups to define "bilateral" as well as consider issues that affect both countries.



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As a class, discuss the group definitions of "bilateral" as well as the issues that affect both countries. Compare their definitions with the following definition from Webster's:

> *adj.* 1: having two sides 2: affecting reciprocally two sides or parties <a bilateral treaty>

4. To set a geographic context for the series, distribute copies of the following maps to each student. Students should refer to these maps throughout the series.
   - Physical Map of Mexico, one copy per student
   - Political Map of Mexico, one copy per student
   - U.S.–Mexico Border Map, one copy per student
   - Map of U.S. Expansion, one copy per student

Have students in partner pairs read through Handout #2, Geographic Background of Mexico. They will need to reference the maps listed above.

5. Debrief by having students offer their responses to the discussion questions raised in Handout #2. Point out that these questions will be further discussed in the various lessons of the U.S.–Mexico Relations curriculum series.

# IMPACT ON ME

*Directions: Listed below are nine factual statements about the economic and social relationship between Mexico and the United States. In each case, you should decide how much impact that fact has on your life, on Mexico, and on the United States. In each box, place a minus sign (–) for little or no impact, or a plus sign (+) for moderate or great impact. Lastly, write your responses to the discussion questions at the end of this questionnaire.*

1. The North American Free Trade Agreement between the United States, Canada, and Mexico reduces or eliminates tariffs on goods and services.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

2. Mexico protested a U.S. ban on imports of tuna from Mexico because the Mexican fishing industry uses nets that capture and kill dolphins along with the tuna.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

3. T-shirts, jeans, and other articles of clothing sold in the United States are sewn together by Mexican women working in factories on the U.S.–Mexico border.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

4. Many U.S., Asian, and European manufacturers have located assembly plants in Mexico.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States





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5. Mexico is the United States' third-largest trading partner after Canada and Japan.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

6. Mexico exports fruits and vegetables to the United States.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

7. California exports electronic parts, machinery, engines, and transportation equipment to Mexico.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

8. Restrictions on travel between Mexico and the United States for business and professional workers were removed by the North American Free Trade Agreement.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

9. Mexican immigrants to the United States, who commonly work for minimum wage, help keep down the price of many goods in the United States.

- ❑ Impact on me
- ❑ Impact on Mexico
- ❑ Impact on the United States

# questionnaire

**Discussion Questions:**

Which of the above facts had or has the greatest impact on you as an individual? Why?

Which of the above facts had or has the greatest impact on Mexico? Why?

Which of the above facts had or has the greatest impact on the United States? Why?





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# WHAT DOES "BILATERAL" MEAN?

**Background**
The bilateral relations between the United States and Mexico provide the conceptual framework for this U.S.–Mexico Relations curriculum unit series. Understanding how policies, events, and issues impact populations on both sides of the border will be emphasized throughout this series.

**Using a dictionary:**

Look up what the prefix "bi-" means._____
_____
_____

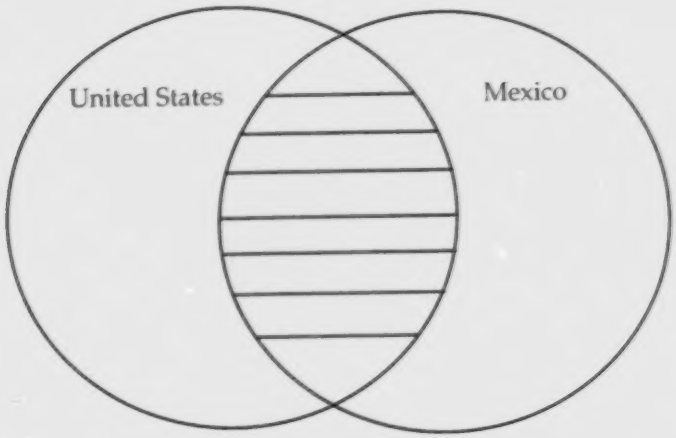
Look up what "lateral" means._____
_____
_____

Based on the definitions of each part of the word, what do you think "bilateral" means? Write your own definition. Then compare your definition with the dictionary's.
Your definition:
_____
_____
_____
_____
_____

The dictionary's definition:
_____
_____
_____
_____
_____

# handout #1

What do you know about U.S.–Mexico relations? Write some issues that affect both countries in the overlapping area of the two circles shown below.




Why is it important to study bilateral relations between the United States and Mexico?



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**handout #2**

# GEOGRAPHIC BACKGROUND OF MEXICO

*While reading this handout, consider and discuss the questions that appear. Assign one student to write a summary of your pair's discussion of the questions.*

---

Background Information:

When Mexico achieved independence in 1821 it was twice as large as it is today. Soon, however, much of the country's northern territory was lost to the United States. Texas, New Mexico, Arizona, California, Nevada, Utah, and part of Colorado once belonged to Mexico. Refer to the map of U.S. expansion and comment on the following questions:

- Would Mexico have developed differently had it maintained its original territory?
- Do you think the United States would be as powerful had it not acquired this territory from Mexico?

Although the area encompassed by contemporary Mexico is smaller than that of the United States, the physical geography of Mexico is as varied as that of the United States. We must remember that both countries are part of the continent of North America and because they are next to each other, they have some similarities in their physical geography—particularly along the 2,000-mile border that they share.

Mexico is the third-largest country in Latin America and its geography is generally divided into four climate zones. The *Tierra Caliente* (or hot land) extends from sea level to 2,600 feet altitude and includes the coastal lowlands as well as parts of *Baja California* and *Yucatán*. The *Tierra Templada* (or temperate land) lies between 2,600 and 6,000 feet, and the majority of Mexico (about 75 percent) lies within this climate zone. In addition, Mexico has a *Tierra Fría* (or cold land), which includes regions that are at 6,000 to 12,000 feet altitude, and a *Tierra Helada* (or frozen land), which includes those regions more than 12,000 feet above sea level.

Referring to both the physical and political maps of Mexico, read through the following:

In terms of rainfall, the farther south you travel the wetter the country becomes. Most of *Baja California* and the other northern Mexican states bordering the United States are quite arid, despite the presence of the *Rio Grande* river. In the southern Central Plateau, there are three main rivers: the *Lerma*, the *Pánuco-Montezuma*, and the upper *Balsas*. The great amount of rainfall creates lakes, such as *Chapala*, and smaller rivers. Unfortunately, none of the rivers has been able to provide a good means of transportation for Mexico. Transportation is further made difficult by the two mountain ranges, the *Sierra Madre Oriental* (on the east) and the *Sierra Madre Occidental* (on the west), which traverse much of the country and continue north into the United States. The southern edge of the eastern mountain range in the eastern part of the nation is formed by several volcanoes, including *Popocatépetl* (17,887 feet), *Iztaccíhuatl* (17,343 feet), and *Orizaba* (18,700 feet). Some of these volcanoes are still active.

Mexico is bordered on the north by the United States, on the west by the *Pacific Ocean*, on the northeast by the *Gulf of Mexico*, and on the northwest by the *Gulf of California*, which separates the *Baja California* peninsula from the rest of Mexico. In the south the

# handout #2

country narrows to a strip called the *Isthmus of Tehuantepec*, then extends to the Yucátan peninsula where it borders with the countries of Guatemala and Belize.

Mexico is currently divided into 31 states plus the Federal District. Six of these states—*Baja California, Sonora, Chihuahua, Coahuila, Nuevo León,* and *Tamaulipas*—border with the United States. Since these states are geographically closer to the United States than to Mexico City, they have had a close relationship, particularly economically, with their northern neighbor. Mexicans on the border often work and shop within the United States and many U.S. companies have set up shops along the border. Although these Mexican border states had historically been very sparsely populated, their populations have boomed in recent decades. In fact, currently five of Mexico's ten largest cities are located within a state bordering the United States. Like their population, the economies of these Mexican border states have increased dramatically in recent years and much of that increase can be directly attributed to U.S. companies and U.S. capital.

Referring to the U.S.–Mexico border map, consider the following questions:

- What types of interaction do you think people have with those on the other side of the border?
- In what ways might the culture of one country affect the other country?
- Do you think it is important for city officials in twin cities along the border to interact or work on issues such as the environment?

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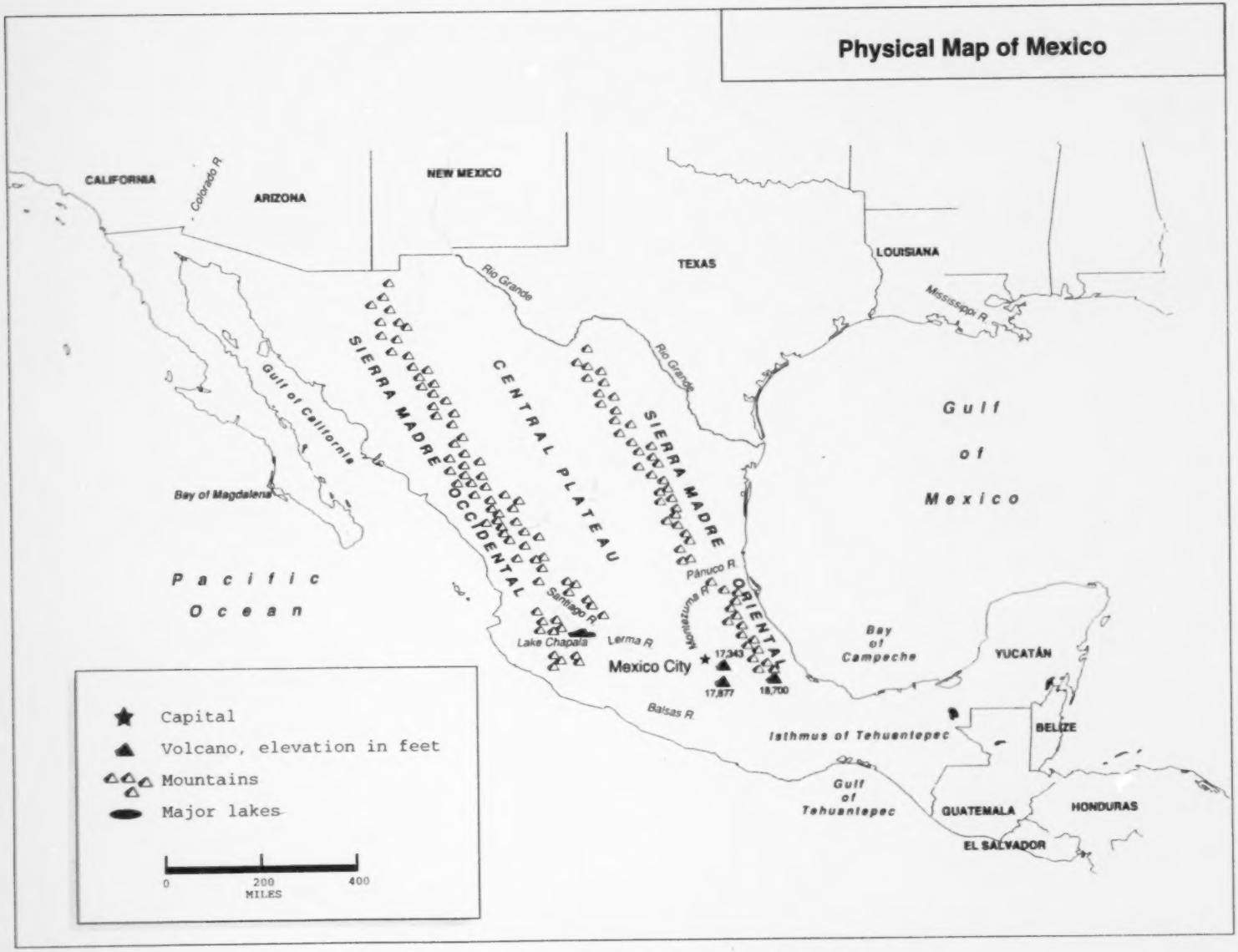
PHYSICAL MAP OF MEXICO

POLITICAL MAP OF MEXICO

U.S.–MEXICO BORDER MAP

MAP OF U.S. EXPANSION

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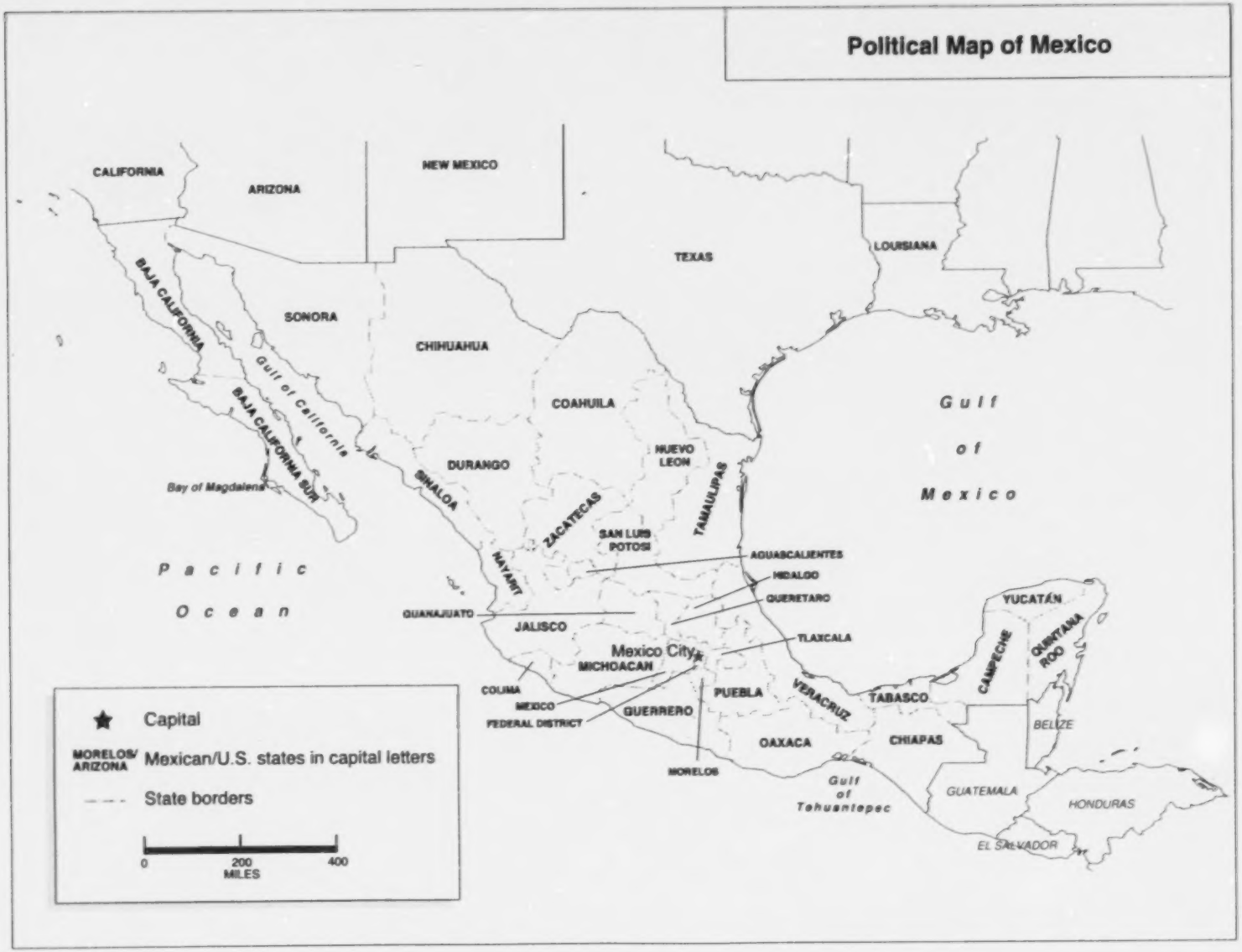






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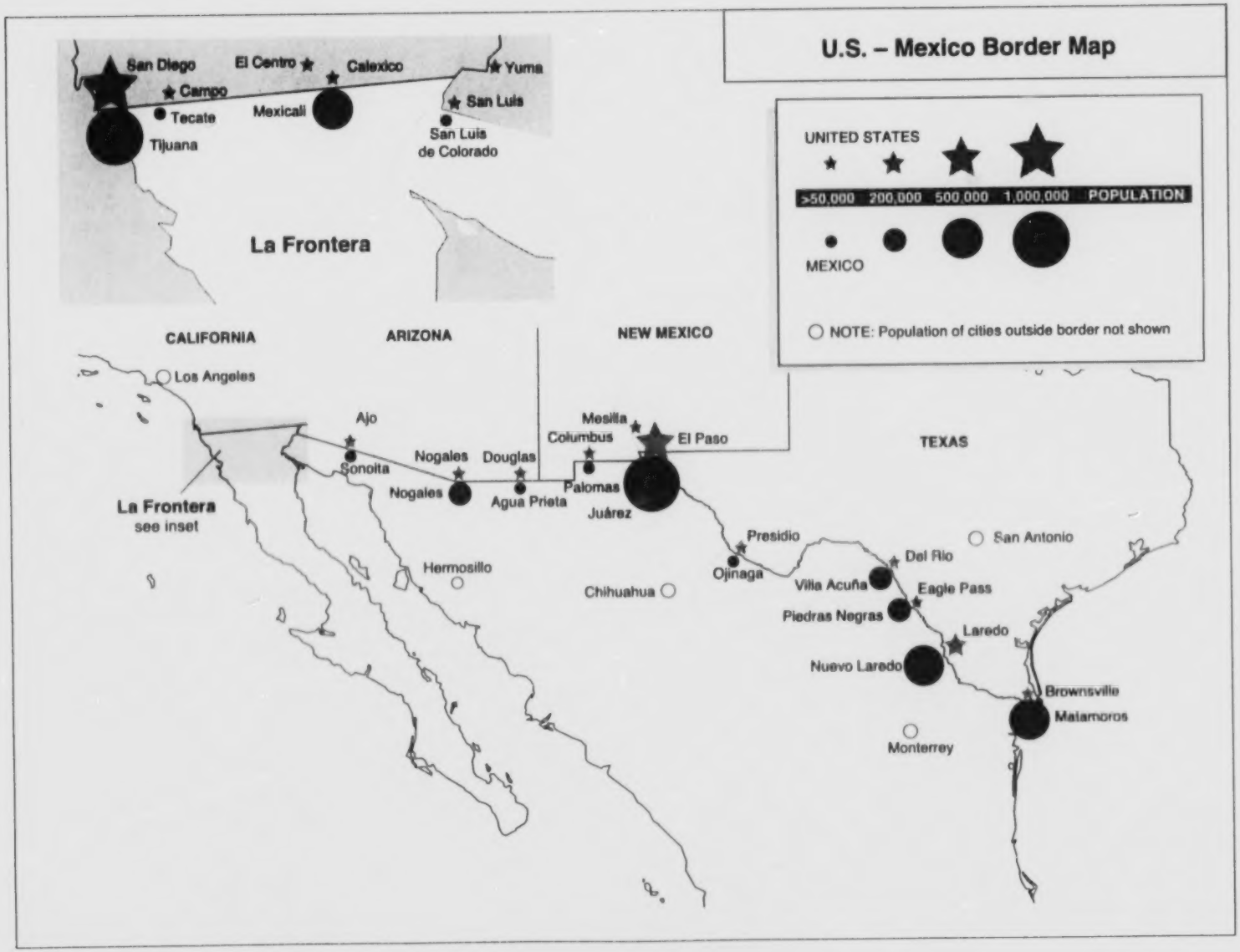




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## Map of U.S. Expansion

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*Lesson Two*

# THE FIGHT FOR TEXAS AND THE MEXICAN–AMERICAN WAR

## A CASE STUDY OF CONFLICT

"Mexico, torn by civil internal convulsions, pressed by a foreign war, the center of her territory invaded and in possession of the foe, can only preserve her nationality by sacrificing territory to her affectionate sister of the north. The Anglo-Saxon race, that land-loving people are on the move. . . Long since have wishful eyes been cast towards the fertile plains of Mexico."

—American soldier during the Mexican–American War,
from *Volunteers: The Mexican War Journals*, edited by Allan Peskin

### Organizing Questions

- What were some of the broad political, social, and economic conditions facing the United States and Mexico during the 19th century?
- What were some of the main issues in the fight for Texas and the Mexican–American War?

### Introduction

As described by the American soldier above, the emerging American republic of the 19th century was "on the move." Inspired by the ideology of Manifest Destiny, Americans prior to the Civil War steadily pushed westward and southward, with an almost insatiable desire for land. While the United States characterized itself by economic growth, increasing industrialization, and enormous territorial expansion through purchase and conquest, its southern neighbor, Mexico, struggled with financial poverty, political disharmony, and a war for independence from Spain.

It is important for students to understand the broad political, social, and economic conditions facing the United States and Mexico during the 19th century. By doing so, students can better appreciate how these conditions shaped the actions of both countries in the fight for Texas and in the war between the United States and Mexico in 1846.

In this lesson, the class will use three timelines to discuss events leading up to the fight for Texas and the Mexican–American War. Referring to the timelines, students work on activities in small groups and as a whole class, to analyze both American and Mexican perspectives on different issues. This lesson is designed to supplement core curricula on the fight for Texas and the Mexican–American War. Students should already have basic background knowledge of the general causes of each conflict and the ideology of Manifest Destiny prevalent in the United States during this time.

# lesson two

## Objectives

- to understand the political, social, and economic conditions that the United States and Mexico faced in events leading up to the fight for Texas and the Mexican–American War
- to identify some of the main issues in the fight for Texas and the Mexican–American War, including expansionism, land, and slavery
- to explore the geographic and emotional consequences of the Mexican–American War
- to understand the importance of nationalism and its connection to conflict

## Materials

*Timeline Orientation*

- U.S. Timeline (1803–1829)
- Mexico Timeline (1810–1829)
- U.S.–Mexico Episodes Timeline (1822–1853)
- Biography Cards: Agustín de Iturbide and General Santa Anna
- Butcher paper
- Masking tape

*Activity #1: The Colonization Law of 1823*

- Handout #1: The Colonization Law of 1823, one copy per student
- Vocabulary: Key Words, one copy per student
- Biography Card: Stephen Austin
- Butcher paper (or an overhead projector with a transparency sheet to write on)
- Color markers
- Masking tape (if using butcher paper)

*Activity #2: The Fight for Texas*

- Resource Sheet: Sam Houston's Proclamation, one copy per student
- Resource Sheet: A Speech by General Santa Anna, one copy per student
- Vocabulary: Key Words, one copy per student
- Biography Cards: Sam Houston and General Santa Anna

*Activity #3: Manifest Destiny*

- Resource Sheet: Journal of an American Soldier, one copy per pair
- Resource Sheet: History of the Anglo-American Invasion of Mexico, one copy per pair
- Vocabulary: Key Words, one copy per student
- Biography Card: President James Polk

- Markers of all sizes and colors
- Newsprint blank sheets, enough for five or six group murals
- Construction paper (optional)
- Scissors
- Magazines, newspapers
- Glue sticks
- Masking tape

*Activity #4: President Polk and the War*

- Resource Sheet: The Diaries of President Polk, one copy per student
- Resource Sheet: Memories of the North American Invasion, one copy per student
- Vocabulary: Key Words, one copy per student
- Biography Card: President James Polk

*Wrap-up*

- Three timelines, posted in the classroom
- Map of U.S. Expansion (from Lesson One)
- Handout #2: The Treaty of Guadalupe Hidalgo, one copy per student

## Time

Since most teachers will not have time to complete all the activities, it is recommended that they complete at least the Timeline Orientation, one of the Activities #1–4, and the Wrap-up activity.

- Timeline Orientation: 20 minutes
- Activity #1: 30–40 minutes
- Activity #2: two class periods
- Activity #3: two class periods
- Activity #4: two class periods
- Wrap-up: 30 minutes

## Teacher Preparation

1. **Please Note:** The war of 1846–48 between Mexico and the United States has been called different names ("Mexican–American War" by American historians and "The War of the North American Invasion" by Mexican historians). For simplicity's sake, we have chosen to use the former name, but hope that teachers will not interpret this decision as implying a bias in favor of either side.

2. All activities in this lesson use the three timelines as working documents. Whether students work as a class or study in small groups, teachers are encouraged to refer to the timelines throughout all activities, so that students can understand the "big picture" of this time period.
3. Before the Timeline Orientation, teachers should prepare the three timelines. On a large sheet of butcher paper (at least 36" x 48"), write the title and events as listed in the "U.S. Timeline (1803–1829)." On another sheet of the same size, write the title and events of the "Mexico Timeline (1810–1829)." On a third sheet, write the title and only the *first event* of the "U.S.–Mexico Episodes Timeline (1822–1853)." It is preferable to use a different colored pen for each separate timeline.
4. While working through the various activities, teachers can use the Biography Cards to give students a background on the people mentioned in the timelines and Resource Sheets. These cards may also be posted near the timelines for students to refer to, or even to expand upon with their own research.
5. Handout #2, The Treaty of Guadalupe Hidalgo, can be given to students should they need to refer to the exact wording of the treaty in discussing the consequences of the Mexican–American War, particularly Article V (to explore which territories were transferred from Mexico to the United States) and Article VIII (to explore the lives of Mexicans residing on land that became American territory).
6. **Bold** words on student handouts are vocabulary that have been defined in the "Key Words" sheet. Ask students to refer to this sheet for definitions, if necessary.
7. Teachers could laminate copies of the Resource Sheets for reuse. Another option is to insert them into plastic sleeves.

## Procedures–Timeline Orientation

1. Explain to students that they will be studying the fight for Texas and the Mexican–American War. Tell them that they will be using class timelines to study events in both the United States and Mexico and to analyze how these events influenced the actions of both countries during the fight for Texas and the subsequent war.
2. Post the prepared timelines in the classroom, side-by-side. Make sure the "U.S.–Mexico Episodes Timeline" is between the other two.
3. Ask students to look over the key events for the United States and Mexico very carefully. Tell them that these events represent what was happening in both countries during the early 19th century. Individual students may be asked to read key events aloud, or teachers may read these aloud themselves.

   When discussing Mexico's timeline, teachers may wish to read the Biography Cards for Agustín de Iturbide and General Santa Anna (or have students do so) to help students identify how they are important in Mexican history.


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4. Engage students in a brief discussion of some major trends that characterized both countries during this time period. Specifically, the broad themes for students to grasp are:

   **United States:** Vast territorial expansion westward across the Appalachians toward the Pacific Ocean; ideology of Manifest Destiny; political strengthening of the United States as an independent nation.

   **Mexico:** Foreign occupation; war for independence; civil wars bring bankruptcy, political disharmony, and demoralization to the country.

## Activity #1: The Colonization Law of 1823

1. Once students have been oriented to the major trends of the early 19th century in the United States and Mexico, point out the first event of the "U.S.–Mexico Episodes Timeline" in which Stephen Austin was granted permission to colonize Texas.

2. Use the Biography Card of Stephen Austin to tell students a little about his life. Ask them why they think Americans wanted to colonize Texas, and conversely, why Mexico wanted Texas to be colonized.

   (Note: At this time, Mexico was a newly independent republic and wanted to keep its territories intact as much as possible. It was afraid of losing the remote northern Texas territory to other countries, and as a result, wanted to populate it. Since Mexicans were reluctant to move to such an arid, dangerous, and remote place, Mexico saw American colonists, who were hungry for land, as a way of accomplishing this.)

3. Distribute "The Colonization Law of 1823" and "Key Words," one for each student. Ask students to underline or highlight things that the Texas colonists agreed to, and things that Mexico agreed to, in the colonization of Texas. Students could write either a "T" next to each concession of the Texas colonists and an "M" for each concession of the Mexican government. Remind them to use their Key Words sheet if they need help with word definitions. Allow students about 10–15 minutes to read.

   While students are reading, either post a new sheet of butcher paper or prepare a clean transparency sheet with an overhead projector, for a group brainstorming.

4. On the sheet of butcher paper or clear transparency, prepare a chart two columns:

| Mexican Government | Texas Colonists |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| etc. | etc. |
| | |

Once students have carefully read the document, ask them to brainstorm as a whole class, as to what concessions each side made in the Colonization Law. Ask students to refer to the notes on their sheets to help them with this activity.

5. Special note should be paid to Article 1 of the Colonization Law, in which the colonists had to convert to Catholicism. Why do students think Mexico required this?

   Refer to the Mexico Timeline in which Agustín de Iturbide's Plan of Iguala promised a single religion for Mexico. Discuss Mexico's tumultuous civil wars and how the government wanted to keep its citizens united. It tried to ensure that the colonists were faithful to Mexico by specifying that they become naturalized citizens and convert to Catholicism. Do students think a common religion would help accomplish this goal? Was this requirement fair to the colonists?

6. Once the chart is completed, ask students if they think the Colonization Law of 1823 was fair for both parties. Did the benefits of Texas colonization outweigh the negative aspects for both sides? How would students feel about the Mexican government's requirements if they wanted to settle in Texas?

## Activity #2: The Fight for Texas

1. **Please Note:** Before starting this activity, teachers will need to add to the posted U.S.–Mexico Episodes Timeline the key events that occurred from 1823 to 1836.

2. Review what was covered in the previous day's activities. Major ideas covered were the political and economic conditions of the United States and Mexico in the early 19th century, and what conditions the Texas colonists and Mexico agreed to in the Colonization Law of 1823.

3. As an entire class, look over the posted U.S.–Mexico Episodes Timeline together. What events occurred between the United States and Mexico from the time of the Colonization Law of 1823 to the conflict over Texas of 1835–36? What were some demands of the Texas colonists?

   While reviewing these events, introduce students to the biographies of Sam Houston and General Santa Anna, using the Biography Cards.

4. Divide the class into groups of three. Distribute the Resource Sheet, Sam Houston's Proclamation, to each group (one copy per student). Hand out a copy of Key Words to every student.

5. Tell students they will read an excerpt from a primary source about the fight for Texas that represents the American perspective. Remind them to use their Key Words sheet if they



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need help with word definitions. Allow students about 10 minutes to read.

6. When all students are ready, ask them to look at the section at the bottom of their sheets, entitled "Ask Yourself." Each group will divide the three questions among their group members, and each member will spend about 10 minutes thinking about his/her answer and writing it down. After students are finished, ask them to spend about 10 minutes discussing their questions and answers with their group.

7. Now open up a class discussion on what students thought of the passage. What were their reactions to the excerpt? Ask students to volunteer their answers. Did they disagree with the answers of any of their group members? If so, why? Ask students to cite specific words, phrases, or sentences from the excerpt to support their answers.

   If time allows, point out how Sam Houston describes the Mexican government as the "invader." Ask students to hypothesize why the colonists thought of Texas as their territory, when it was a part of Mexico. Do students think they were justified?

8. The following day, ask students to reconvene their groups. Distribute the Resource Sheet, A Speech by General Santa Anna, to each group (one copy per student). Tell students they will now read an excerpt that expresses the Mexican perspective in the fight for Texas. Allow students about 10 minutes to read.

9. Repeat procedure steps #6 and #7. If time allows, point out how Santa Anna refers to those Americans fighting for Texas as "invaders." Refer to the U.S.–Mexico Episodes Timeline. What events might have caused Santa Anna to feel that way? Do students feel he was justified?

## Activity #3: Manifest Destiny

1. **Please Note:** Before starting this activity, teachers will need to add to the posted U.S.–Mexico Episodes Timeline the key events that occurred from 1842 to 1846.

2. As a class, look over the U.S.–Mexico Episodes Timeline. What events occurred between the time of the fight for Texas and the annexation of Texas to the United States in 1845? How would students describe the relationship between the two countries? What do students think were the main causes of the impending war? Ask students how they would define the ideology of "Manifest Destiny." Can they hypothesize what some of the consequences of this ideology could be?

   While reviewing these events, introduce students to the background of President James Polk, using the Biography Card. It might be interesting to discuss why the annexation of Texas sparked a nationwide controversy in the United States.

3. Divide the class into groups of six. Distribute the Resource Sheet, Journal of an American Soldier, and the Resource Sheet, History of the Anglo-American Invasion of Mexico, to each group (one copy for every two students). Make sure every student still has a copy of Key Words for his/her reference.

4. Tell students they will read excerpts from two primary sources—one is the journal of an American soldier during the Mexican–American War, and the other is a historical account of the war by a Mexican statesman and historian.

   Before students begin reading, write "The Anglo-American Invasion of Mexico" and "The Mexican–American War" on the chalkboard. Ask students to describe their reactions to the two names. What does each name say about the event it is describing? How do words influence what we understand, or believe, about a historical event? Explain that in the passage representing the Mexican perspective, the title "The Anglo-American Invasion of Mexico" is used, since Mexican historians saw this war as a series of calculated steps taken by the United States to expand its territory, at the expense of Mexico's power and dignity.

5. Now ask students to choose a partner within their group, and together read both Resource Sheets. As a pair, they will then select one question from the "Ask Yourself" section of *both sheets* to answer.

   Explain that every group must make sure all the questions on both sheets are answered by at least one pair in their group. Teachers may wish to walk around the room, making sure that each group has done this. Remind students to use their Key Words sheet as a reference. Allow students about 20 minutes to read both passages and about 20 minutes to work on their questions.

6. The following day, have all groups reconvene. Ask students to spend 15 minutes discussing their questions and answers among their group members.

7. Have a class discussion on what some of their answers were to the questions. What was the different tone of each passage? How did each author view Manifest Destiny? Did students sympathize with one author over the other?

8. Now explain to students that they will be creating a group mural that expresses their impressions of Manifest Destiny. Ask them to think about the passages they read and their answers. Tell them that all members of their groups need not agree on their impressions of this ideology; their mural is merely to reflect their group's different perspectives.





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9. Have one or two students from each group collect newsprint sheets, construction paper, scissors, magazines, newspapers, and glue sticks for their group's mural project. The size of the murals will depend on the wall space available in the classroom, although ideally they should be large enough for all group members to work on simultaneously.

   Encourage students to include pictures from magazines, words or phrases from their resource sheets, songs, poems, etc. to communicate their ideas visually. Students may draw original art as well. Students may wish to do extra research for this project to collect information and materials. Make sure each group decides on a title for their mural and that each member signs it.

10. When groups are finished, have members post their work around the classroom. If time allows, each group can present their mural to the class to exchange ideas and impressions.

## Activity #4: President Polk and the War

1. **Please Note:** Before starting this activity, the teacher will need to add to the posted U.S.–Mexico Episodes Timeline the key events that occurred from 1823 to 1846, if this was not done previously.

2. If not done previously, review with the class the U.S.–Mexico Episodes Timeline. What events occurred between the United States and Mexico from 1823 to 1846? How would students describe the relationship between the two countries? What do students think were the main causes of the fight for Texas and the impending Mexican–American War?

   While reviewing these events, introduce students to the background of President James Polk, using the Biography Card.

3. Divide the class into groups of six students. Distribute the Resource Sheet, The Diaries of President Polk, and the Resource Sheet, Memories of the North American Invasion, one copy per student. Make sure every student still has a copy of Key Words for his/her reference.

4. Tell students they will read excerpts from primary resources—one is the journal of the President of the United States before the start of the Mexican–American War, and the other is a historical account of the war by a Mexican writer.

   Before students begin reading, write "The North American Invasion" and "The Mexican–American War" on the chalkboard. Ask students to describe their reactions to the two names. What does each name say about the event it is describing? How do words influence what we understand, or believe, about a historical event? Explain that in the passage representing the Mexican perspective, the title "The North American Invasion" is used,

since Mexican writers saw this war as a series of calculated steps taken by the United States to expand its territory, at the expense of Mexico's power and dignity.

5. Have all students read both Resource Sheets. They will then select one question from the "Ask Yourself" section of *either sheet* to answer.

   Explain that every group must make sure that all of the questions on both sheets are answered by people in their group. Teachers may wish to walk around the room, making sure that each group has done this. Remind students to use their Key Words sheet as a reference. Allow students about 20 minutes to read both passages and about 10–15 minutes to work on their question.

6. When students are finished, explain that they will now be working in their groups to write a short fictional scene in which the two characters of the passages (President Polk and José María Roa Barcena) meet to discuss the Mexican–American War. Each group will need to decide upon the circumstances, topics, and mood of their scene. Once decided, each group will then write a 15–20 line conversation between the two men.

   Questions for group members to discuss and decide upon before they start writing are:

   - Where are the men meeting and when? (e.g., before the war broke out, during the war, after the war?)
   - What will they talk about? (It is recommended that students choose one topic and expand upon it as much as possible.)

   Suggested topics could be:

   - the different names for the war, and what each name implies
   - reasons why each person believes the war started
   - thoughts on whether the war could have been prevented
   - the effects of the war on Mexico
   - the effects of the war on the United States
   - Mexico's economic situation
   - the concept of Manifest Destiny

   Make sure students understand that each character should have an equal amount of "say" in the scene. They should also refer to their answers to the questions on the Resource Sheets for ideas.

7. When students are finished, and if time allows, groups can present their scenes or post them in the classroom for others to see. Enactments of the scenes could also be done, for a dramatic effect.

## Wrap-up

1. **Please Note:** Before starting this activity, teachers will need to



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complete the addition of key events that occurred between 1847 and 1853 on the posted U.S.–Mexico Episodes Timeline.

2. With the three timelines posted side-by-side, engage the class in a review. Some general questions to pose to the class are:

   - What were the political and economic situations in both countries in the early 19th century?
   - What were the different sides in the fight over Texas? Why did Mexico allow Americans to colonize Texas? Describe how the people on both sides felt about Texas.
   - How did the fight for Texas affect the relationship between the United States and Mexico?
   - Why do students think the war between the United States and Mexico in 1846 had different names? What are the different names students encountered in their readings?
   - What were some of the consequences of Manifest Destiny?
   - In reading the primary-source passages, what information do students think was new, interesting, or thought-provoking?
   - Do students think history is objective?
   - Look at the Map of U.S. Expansion. How do students think the loss of territory affected Mexicans? How might students feel if the United States lost half of its territory to another country?
   - Refer to Handout #2, The Treaty of Guadalupe Hidalgo, specifically Article VIII. Ask students: How would it feel to have to choose which country to be a citizen of? How would it feel to suddenly become a minority in territory that had previously belonged to your native country?

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# U.S. Timeline (1803–1829)

**1803**

**Louisiana Purchase:** The United States purchases the Louisiana Territory (now Louisiana, Arkansas, Missouri, Iowa, South Dakota, Nebraska, Kansas, Oklahoma, and parts of North Dakota, Montana, Wyoming, Colorado, and Minnesota from France for $15 million, more than doubling the size of the country.

**1804**

Louis and Clark begin their expedition of the Louisiana Territory.

**1805**

Thomas Jefferson is sworn in as President for a second term.

**1809**

James Madison is sworn in as the 4th President of the United States.

**1810–12**

In a boundary dispute with Spain, the United States annexes territory along the Gulf of Mexico, now known as parts of Louisiana, Mississippi, and Alabama.

**1812**

**War of 1812:** The United States declares war on Britain; the United States and Britain sign the Treaty of Ghent in 1814 and ending the war as well as Britain's involvement with the Northwest Territory and interference in U.S. expansion.

**1816–21**

Indiana, Mississippi, Illinois, Alabama, Maine, and Missouri are admitted as states to the Union.

**1817**

James Monroe is sworn in as the 5th President of the United States.

**1819**

The United States annexes Florida.

**1823**

**Monroe Doctrine:** Establishes that the American continent could no longer be colonized by Europe, and opposes European interference with independent nations in the Western Hemisphere.

**1825**

John Quincy Adams is sworn in as the 6th President of the United States.

**1829**

Andrew Jackson is sworn in as the 7th President of the United States.

# MEXICO TIMELINE (1810–1829)

**1810–21**

**War for Independence:** A liberal Catholic priest, Father Hidalgo, calls on the lower classes of Mexico to begin their struggle for independence again Spanish rule. Hidalgo advocates significant social reforms for Mexico.

Continuous warring ensues between rival revolutionary factions, roughly divided into the Centrists (conservatives) and the Federalists (liberals).

**1821**

**Plan of Iguala:** Military leader Agustín de Iturbide announces his plan, which would establish a single religion for Mexico, racial equality among all social groups, and independence from Spain.

Iturbide gains Mexico's independence from Spain.

**1822-23**

**The First Empire:** Iturbide is crowned Emperor under the name of Agustín I. Iturbide attempts to transform the new republic into a hereditary monarchy.

In early 1823, General Antonio López de Santa Anna draws upon his old revolutionary support, forcing Iturbide to abdicate.

Mexico establishes itself as a federal republic.

**Colonization Law of 1823:** The Mexican government passes a general law of colonization.

**1824**

First Constitution of Mexico is created.

**1829**

**Emancipation Proclamation:** Slavery is abolished in the Mexican states.



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# U.S.–Mexico Episodes Timeline (1822–1853)

**1822**

Stephen Austin and about 300 families are granted permission to colonize Texas.

**1823**

President James Monroe appoints Joel Poinsett the Minister to Mexico and instructs him to attempt to buy Texas from Mexico. Mexico rejects the offer.

**1826**

Texas colonists attempt to establish an independent state called the Republic of Fredonia. The Mexican government stops them.

**1827**

The United States and Mexico sign the Onis Treaty, establishing the boundaries between the United States and Mexico. Texas remains part of Mexico's territory under this treaty.

**1829**

President Andrew Jackson continues to try to buy Texas using his special envoy to Mexico, Joel Poinsett.

**1830**

Mexico prohibits further U.S. immigration to Texas.

**1833**

Stephen Austin attempts to negotiate with the Mexican government on behalf of the Texan colonists.

Illegal immigration from the United States to Texas increases.

Sam Houston arrives in Texas.

**1835**

Texas declares independence from Mexico. Recruitment efforts begin in New Orleans, New York, and other U.S. cities to fight against Mexico.

**1836**

**Battle of the Alamo:** In March, General Santa Anna and the Mexican army battle the Texans at the Alamo. The Mexican army executes the Texan prisoners.

**Battle of San Jacinto:** General Sam Houston defeats the Mexican army at the Battle of San Jacinto and captures General Santa Anna shortly thereafter.

**Lone Star Republic:** Texas becomes an independent republic and remains so until 1845.

# timeline

**1842**

Sam Houston fights Mexican raiders in Texas territory. Anti-Mexican sentiments increase in Texas.

**1844**

President John Tyler submits the Treaty of Annexation with Texas to the U.S. Senate for approval. This treaty sparks a nationwide controversy.

**1845**

**Texas Annexation:** The United States annexes Texas in May.

Mexico breaks relations with the United States to protest the annexation.

**1846**

President Polk sends envoy to Mexico, to try to buy California and New Mexico.

Border skirmishes occur between Mexico and the United States.

United States declares war on Mexico.

**1847**

U.S. forces take Mexico City. Peace negotiations begin.

**1848**

**Treaty of Guadalupe Hidalgo:** Mexico and the United States sign this treaty ending the Mexican–American War. United States gains what is now California, Nevada, Arizona, New Mexico, Utah, and parts of Texas, Colorado, and Wyoming in exchange for $15 million.

**1853**

**Gadsden Purchase Treaty:** General Santa Anna returns to Mexico and signs this treaty, ceding southern Arizona and southern New Mexico (an area that had been vaguely defined in the Treaty of Guadalupe Hidalgo) to the United States for $10 million.

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## BIOGRAPHY CARD: GENERAL SANTA ANNA

Antonio López de Santa Anna was born in 1794, and became one of the most famous and controversial figures in Mexican history. Santa Anna began his military career at the age of 16 when he joined the Spanish army. He became a war hero during the War of Mexican Independence. He became president in 1833 and remained in office until 1836, then gained and lost the presidency three more times.

During Santa Anna's term of office, there were rebellions against his idea of government. The fight for Texas is the best known of these rebellions. Santa Anna led Mexican forces in 1835 and 1836 in the campaign against Texas independence, and in 1847 in the Mexican–American War with the United States. During this war, Santa Anna served alternately as president and as military commander.

After the war ended, Santa Anna was **exiled** repeatedly to the Caribbean. Upon one return to Mexico in 1864, he was promptly **deported** for not **abiding by** the laws that allowed him to reenter Mexico. He was finally successful in returning to his homeland in 1874 under a general **amnesty**. He died in poverty in Mexico City on June 20, 1876.

## BIOGRAPHY CARD: AGUSTÍN DE ITURBIDE

Agustín de Iturbide was born in 1783 in Valladolid de Michoacán, Mexico. He began his career as an officer in the Spanish army, and was assigned to crush an uprising led by guerrilla leader Vicente Guerrero, one of the many revolutionary leaders in the fight for Mexico's independence. Always having been sympathetic to Mexico's cause, however, Iturbide ignored his orders and joined Guerrero's revolutionary forces.

Together, the two men developed their Plan of Iguala (also known as the "Plan of the Three Guarantees"). Iturbide's army swept the country and in 1821 defeated the Spanish Royal Army. However, instead of a new liberal state, Iturbide introduced a new conservative government, of which he was the **provisional** head.

In 1822, Iturbide proclaimed himself emperor of Mexico as Agustín I. Rather than instituting the social reforms as outlined in his Plan of Iguala, Iturbide's government was characterized as **dictatorial**, wasteful, and incompetent. In 1823, Iturbide was forced to abdicate by General Santa Anna, and fled to Europe. He was labeled a traitor by Mexico's Congress, and was executed upon his return to the country in 1824.

## BIOGRAPHY CARD: SAM HOUSTON

Sam Houston was born in 1793 in Virginia. He studied law, and held many state offices in his early career, including that of congressman and governor of Tennessee.

In 1832, Houston went to Texas as an **emissary** for the President of the United States to deal with the Indians, who had clashes with the Texas colonists. During this visit, he decided to settle in Texas permanently. Houston applied for a land grant and was immediately accepted.

Houston helped set up a **provisional** government in Texas. He also participated in the **convention** that declared Texas independent from Mexico. He was made commander-in-chief of the revolutionary army that would fight Mexico. After the crushing defeat of his troops in the Battle of the Alamo, Houston was successful in defeating and capturing General Santa Anna in the Battle of San Jacinto in 1836.

When Texas became the Lone Star Republic, Houston served as its president several times. After Texas was admitted to the Union in 1845, he served as its senator and governor on separate occasions. He died in 1863.

## BIOGRAPHY CARD: STEPHEN AUSTIN

Stephen Austin was born in 1793 in Virginia, and served in the Missouri legislature. He is sometimes referred to as the "Father of Texas." His father, Moses Austin, received a grant from the Mexican government to settle in Texas, then a part of Mexico's territory. However, Moses Austin died before he could realize his dream. Upon his father's death, Stephen took up his father's plan. Austin and three hundred other families were granted permission to colonize Texas in 1822.

Hundreds of Americans followed Austin to Texas, since the land was cheap (10 cents an acre) and people were hungry for land. Mexicans, on the other hand, did not want to move to Texas, since it was a dry, dangerous, and remote frontier at that time. They wanted to remain near their families in central Mexico or live in the large cities where there was culture and "civilization."

Although the early colonists prospered over the next decade, problems arose between the colonists and the Mexican government. The Texans asked for independence from Mexico; better representation in the national legislature; the repeal of Mexico's law prohibiting further American immigration; better schools; and protection from the Indians. Austin went to Mexico City in 1833 to voice the Texans' demands directly to the government. The Mexican government, however, felt that it had made too many **concessions** to the colonists already and that the influx of so many colonists was part of a plan by the United States to take over Texas. Austin was accused of **treason** and arrested. After spending two years in a Mexican prison, Austin was sent to the United States as a **commissioner** of the **provisional** government of Texas to build support for the war. After Texas was declared the Lone Star Republic in 1836, Austin served briefly as its Secretary of State. He died that same year.


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## BIOGRAPHY CARD: PRESIDENT JAMES POLK

James Knox Polk was born in 1795 in North Carolina. He was trained as a lawyer, and served as a congressman and governor of Tennessee during his early political career. In 1844, a national controversy was sparked when a proposal to **annex** Texas was submitted to the U.S. Senate for approval. While some states welcomed the addition of another state to the Union, other states opposed adding a new state that had slaves. They also feared annexing Texas would lead to war with Mexico.

As the Democratic candidate, Polk campaigned to **annex** Texas and pledged his firm commitment to Manifest Destiny. He defeated his opponent, Senator Henry Clay, by a narrow margin and won the presidency in 1844. Polk's four-year term was largely known for the **annexation** of substantial territories to the United States, from the Rocky Mountains to the Pacific Ocean. He was strongly criticized by **abolitionists**, who claimed his plan was to extend the land for slavery's sake. Polk's presidency was also known for the Mexican–American War, and for his expansion of the Monroe Doctrine to forbid all non-American intervention in American affairs.

Polk was a workaholic and spent just one month away from his desk in his four years as President. Before retiring at the end of each day, Polk carefully recorded his daily activities in a diary. He died in 1849, three months after leaving office, from poor health and exhaustion.

# handout #1

## THE COLONIZATION LAW OF 1823

(Excerpted from *Establishing Austin's Colony: With the Laws, Orders and Contracts of Colonization*, by Stephen F. Austin.)

To all who shall see these presents, Know Ye—The Mexican Empire has decreed, and we sanction the following:

**Article 1.** The government of the Mexican nation will protect the liberty, property, and civil rights of all foreigners who profess the Roman Catholic apostolic religion, the established religion of the empire.

**Article 2.** To facilitate [the foreigners'] establishment, the **executive** will distribute lands to them, under the conditions and terms herein expressed.

**Article 3.** The grantees, by whom is understood [to mean] those who introduce at least 200 families, shall previously contract with the **executive** and inform it what branch of industry they propose to follow, the property or resources they intend to introduce for that purpose, and any other particulars they may deem necessary, in order that with this necessary information, the **executive** may designate the province to which they must direct themselves, the lands which they can occupy with the right of property, and other circumstances which may be considered necessary.

**Article 4.** Families who **emigrate**, not included in a contract, shall immediately present themselves to the city council of the place where they wish to settle, in order that this body, in conformity with the instructions of the **executive**, may designate the lands corresponding to them, agreeably to the industry which they may establish.

**Article 23.** If, after two years from the date of the concession, the colonist should not have cultivated his land, the right of property shall be considered as renounced; in which case, the respective city council can grant it to another.

**Article 24.** During the first six years from the date of the concession, the colonists shall not pay **tithes**, duties on their produce, nor any contribution under whatever name it may be called.

**Article 27.** All foreigners who come to establish themselves in the empire shall be considered as **naturalized**, should they exercise any useful profession or industry by which, at the end of three years, they have capital to support themselves with decency and are married. Those who with the foregoing qualifications marry Mexicans will acquire particular merit for obtaining letters of citizenship.

**Article 30.** After the publication of this law, there can be no sale or purchase of slaves which may be introduced into the empire. The children of slaves born in the empire shall be free at 14 years of age.


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# SAM HOUSTON'S PROCLAMATION

(Excerpted from *The Writings of Sam Houston 1813–1863*, edited by Amelia W. Williams and Eugene C. Barker.)

PROCLAMATION TO THE CITIZENS OF TEXAS
Headquarters, Washington, Texas, December 12, 1835.

Citizens of Texas,

Your situation is peculiarly calculated to call forth all your manly energies. Under the Republican constitution of Mexico, you were invited to Texas, then a wilderness. You have reclaimed and rendered it a cultivated country. You solemnly swore to support the Constitution and its laws. Your oaths are yet **inviolate**. You have experienced, in silent grief, the **expulsion** of your members from the State Congress. You have realized the horrors of anarchy and the dictation of military rule. The promises made to you have not been fulfilled. Your **memorials** for the **redress** of grievances have been disregarded, and the agents you have sent to Mexico have been imprisoned for years, without enjoying the rights of trial, agreeable to law. Amidst all these trying **vicissitudes**, you remained loyal to the duty of citizens, with a hope that liberty would not perish in the Republic of Mexico.

Citizens of Texas, your rights must be defended. The oppressors must be driven from our soil. Submission to the laws and union among ourselves will render us invincible; subordination and discipline in our army will guarantee to us victory and renown. Our invader has sworn to extinguish us, or sweep us from the soil. Departing from the **chivalric** principles of warfare, he has ordered arms to be distributed to a portion of our population, for the purpose of creating in the midst of us a servile war. The hopes of the usurper were inspired by a belief that the citizens of Texas were disunited and divided in opinion. He shall realize the fallacy of his hopes, in the union of her citizens, and their ETERNAL RESISTANCE to his plans against constitutional liberty.

**ASK YOURSELF**

- How does Houston describe the Mexican government? Write down related or descriptive words and phrases that you can find in this passage.
- Houston says, "Citizens of Texas, your rights must be defended" (second paragraph, first sentence). What rights do you think he is referring to?
- Why does Houston believe the colonists can claim any rights? What things does he claim they have accomplished during their time in Texas?

# A Speech by General Santa Anna

(Excerpted from "Manifesto which General Antonio López de Santa Anna Addresses to his Fellow Citizens," in *The Mexican Side of the Texan Revolution*, translated by C.E. Castañeda.)

. . . the war against Texas has been as just on the part of the Mexican government as the lack of the slightest attempt on the part of those who forced it upon Mexico has been to try to justify their action. Few of the colonists, properly speaking, have taken up arms in the struggle. The soldiers of Travis at the Alamo, those of Fannin at Perdido, the riflemen of Dr. Grant, and Houston himself and his troops at San Jacinto, with but few exceptions, were publicly known to have come from New Orleans and other points of the neighboring republic exclusively for the purpose of aiding the Texas rebellion without ever having been members of any of the **colonization grants**.

Some Mexicans, partisans of a former system of government, thought, perhaps in good faith, that the only effect of fanning the fires of war in Texas would be a political change in accord with their opinion. Their shortsighted ambition must be a terrible lesson to them as well as a source of eternal remorse. Too late, they now deplore having placed in jeopardy the integrity of our national territory.

The invaders were all men who, moved by the desire of conquest, with rights less apparent and plausible than those of **Cortes** and **Pizarro**, wished to take possession of that vast territory extending from **Bexar** to the **Sabine** belonging to Mexico. What can we call them? How should they be treated? All the existing laws, whose strict observance the government had just recommended, marked them as pirates and outlaws. The nations of the world would never have forgiven Mexico had it accorded them rights, privileges, and considerations which the common law of peoples accords only to constituted nations.

**ASK YOURSELF**

- How does Santa Anna describe Texas colonists? Write down related or descriptive words and phrases that you can find in this passage.
- Does Santa Anna believe that most of the Texas colonists wish for revolution? Or are the people who are fighting for Texas from elsewhere?
- Why do you think Santa Anna considered the rights of the "invaders" as "less apparent and plausible" (last paragraph, first sentence) than the rights of the Spanish conquerors?



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# JOURNAL OF AN AMERICAN SOLDIER

(The United States Army used volunteer corps when the Mexican–American War erupted. Thomas Barclay, who wrote these journal entries, belonged to the Westmoreland Guards of Greensburg, Pennsylvania. He was sent to Mexico in March 1847 with General Winfield Scott to land in Veracruz and march on to Mexico City. These excerpts, describing the assault on Mexico City, are from *Volunteers: The Mexican War Journals of Private Richard Coulter and Sergeant Thomas Barclay, Company E, Second Pennsylvania Infantry,* edited by Allan Peskin.)

**September 13**
Our company kept well together. L. Allshouse was the first man of the Company which entered and he was closely followed by the rest. . . . The battle was now over. **Chapultepec** was won. The scene was now grand. From the top of the walls could be seen the Mexican army in full retreat and **endeavoring** to gain the City by the two causeways which form a junction at Chapultepec. They retreated in confusion and without attempting to check the pursuers. The fun was now on our side.

**September 14**
As daylight breaks, a good many anxious eyes are turned toward the Citadel from which every moment we expect to see issuing a fire of cannon. Daylight has been fairly broken and a white flag is seen coming from the City. During the night Santa Anna and his army fled and a Deputation from the City authorities announced that Mexico had surrendered.

Being now at the supposed end of our journey we can look back and reflect upon the late stirring events through which we have passed. Within the last month the American army has enacted miracles, performed deeds which will live forever upon the pages of history. . . . Mexico has again been conquered and the second invaders had to contend with difficulties to which **Cortes** was a stranger. Of the 11,000 men who marched from Puebla, 3,000 have fallen killed or wounded upon the field of battle. At least 1,000 have been rendered ineffective by sickness and the army does not number more than 7,000 men for duty. This small force has entered like a wedge into the heart of the Mexican Republic, overcoming all opposition. . . . Mexico, torn by civil internal convulsions, pressed by a foreign war, the center of her territory invaded and in possession of the foe, can only preserve her nationality by sacrificing territory to her affectionate sister of the north. The **Anglo-Saxon** race, that land-loving people are on the move. In an incredible short time they have overrun an immense territory in the north. Long since have wishful eyes been cast towards the fertile plains of Mexico.

**ASK YOURSELF**

- How does the soldier describe the United States? How does he describe Mexico? Write down the related or descriptive words and phrases that you can find in this passage.
- What is the tone or emotion communicated in this passage?
- What is Manifest Destiny? Do you think this passage reflects that attitude?

# HISTORY OF THE ANGLO-AMERICAN INVASION OF MEXICO

(Carlos María de Bustamente was a Mexican statesman and historian. The Mexican–American War deeply affected him and he wrote very frank, sad accounts of the war and the disastrous results it had for Mexico. Bustamente died in 1848, shortly after the war ended. These excerpts were taken from his last book, *History of the Anglo-American Invasion of Mexico.*)

It is difficult to write with sincerity and **impartiality** about the great events that have been happening here. . . . Their [Mexican families'] natural enemies are the officers and soldiers of the North American army which dominates them through **martial law**, but also their enemies are the ungrateful foreigners of other nations whose only desire is the gold from our mines.

The act of **annexation** [of Texas] was the equivalent of taking away from Mexico a considerable part of its territory. . . . in no way can a nation be **construed** as friendly which has mixed itself in this affair to the point that Mexico has been deprived of its rights. . . .

The sending of troops into Mexican territory doomed all moderation, and Mexico was left with no other recourse but to engage in battle. . . . I wish now that you would judge these events with a Mexican heart and would ask yourself: Which has been the aggressor country? What would your government have done in the controversy with England over the Maine border if that nation had brought in troops, large or small in number? Without any doubt your government would have declared war and would not have entertained any propositions put forth until the armed force had evacuated the territory.

What peace of mind can the United States enjoy while invading and destroying a nation that far from having offended it has clasped it to its bosom as a brother? Could not the Americans have **availed** themselves, through peaceful means, of the gold and silver of Mexico? Do you believe that the American nation will not lose, even though it triumphs over us completely, in the poor repute that it will have deserved among the nations of Europe?

The lower classes of Mexico generally believe that you are **heretics**, barbarians, and bloody-minded types. That is an error like the one that persists in the United States where we are judged as being the same as barbarians. The educated people of the Mexican Republic that know your history and have traveled and lived in the North judge the country with a proper impartiality, respect your human and democratic institutions, appreciate the **industrious** character of the people, and rightfully admire a nation that in a short time has become powerful, but at the same time these Mexicans have become seriously alarmed about the future fate of Mexico as they remember certain tendencies which are proved by events in that nation's history.

Does the United States need Texas? Is it not true that fifteen or twenty million more inhabitants could fit into the territory of the Union? Once they have Texas, does not that seem enough? And they still want three more provinces and California? Does not the press of the United States daily **vociferate** that the country should acquire those territories? They talk to us of peace, and they take California. They talk to us of peace, and they send expeditions to New Mexico and Chihuahua. They talk to us of peace, and the troops of General Taylor, according to his own admission, commit atrocities in the provinces of the north.



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**ASK YOURSELF**

- Why does Bustamente believe the United States is interested in Mexico?
- What is the tone with which Bustamente describes the United States? Write down related or descriptive words and phrases from this passage to support your ideas.
- What does Bustamente think of American expansionism? Do you think he agrees with "Manifest Destiny"?

# THE DIARIES OF PRESIDENT POLK

(When the United States officially annexed Texas in 1845, diplomatic relations between Mexico and the United States reached a critical point. President Polk simultaneously prepared for war and attempted to negotiate with Mexico, by sending John Slidell as a special envoy. However, Polk secretly instructed Slidell to try to buy California and New Mexico. The following excerpts are from Polk's diaries.)

**Friday, 29th August, 1845**—If Mexico should declare War or actual hostilities should be commenced by that power, orders to be issued to Gen'l Taylor to attack and drive her back across the Del Norte [Rio Grande]. Gen'l Taylor shall be instructed that the crossing of the Del Norte by a Mexican army in force shall be regarded as an act of War on her part, and in that event Gen'l Taylor is to be ordered, if he shall deem it advisable, not to wait to be attacked but to attack her army first.

**Tuesday, 10th February, 1846**—I expressed the opinion that it would be necessary to take strong measures toward Mexico before our difficulties with that Government could be settled; and I proposed that in addition to Mr. Slidell's present instructions, he should be further instructed to demand an early decision of the Mexican Government, whether they would receive him as Minister or not; and . . . whether they would without reasonable delay pay the amount due to American **claimants**; and that if that Government refused to do one or both, that he should leave the country, but instead of returning to the U.S. as he had been instructed to do, he should go on board one of our Vessels of War at Vera Cruz, and there remain until he had further instructions from his Government.

**Saturday, 28th March, 1846**—Dispatches from Mr. Slidell rendered it probable that he would very soon be received by the existing Government of Mexico in his character of Minister of the U.S. I stated to the Cabinet that I apprehended that the greatest obstacle to the conclusion of a Treaty of boundary, such as he had been instructed if practicable to **procure**, would be the want of authority to make a prompt payment of money at the time of signing it. The Government of Gen'l Paredes, having recently overthrown that of President Herrera, was a military government. . . . It was known that the Government of Paredes was in great need of money. . . . The question followed how an **appropriation** could be obtained from Congress without exposing to the public and to Foreign Governments its object. That object, as may be seen from Mr. Slidell's instructions, would be in adjusting a boundary to procure a **cession** of New Mexico & California, & if possible all North of latitude 32 degrees from the Passo [El Paso] on the Del Norte & West to the Pacific Ocean. . . .

**Saturday, 9th May, 1846**—I brought up the Mexican question, and the question of what was the duty of the administration in the present state of our relations with that country. All agreed that if the Mexican forces at Matamoras committed any act of hostility on Gen'l Taylor's forces I should immediately send a message to Congress recommending an immediate declaration of War. About 6 o'clock p.m. Gen'l R. Jones, the Adjutant General of the army, called and handed to me despatches from Gen'l Taylor by the Southern mail which had just arrived, giving information that a part of [the] Mexican army had crossed to the Del Norte, and attacked and killed and captured two companies of **dragoons** of Gen'l Taylor's army consisting of 63 officers & men.

**Wednesday, 13th May, 1846**—About 1 o'clock p.m. a committee of Congress waited on me and presented the act declaring War against Mexico for my approval. Among other things Mr. Buchanan had stated that our object was not to **dismember** Mexico or to make conquests, and that the Del Norte was the boundary to which we claimed; or rather that in going to war we did not do so with a view to acquire either California or New Mexico or any



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other portion of the Mexican territory. I told Mr. Buchanan that I thought such a declaration to Foreign Governments unnecessary and improper; that the causes of the war as set forth in my message to Congress and the accompanying documents were altogether satisfactory. I told him that though we had not gone to war for conquest, yet it was clear that in making peace we would if practicable obtain California and such other portion of the Mexican territory as would be sufficient to **indemnify** our **claimants** on Mexico, and to defray the expenses of the war which that power by her long continued wrongs and injuries had forced us to wage. I told him it was well known that the Mexican Government had no other means of indemnifying us.

**Saturday, 30th May, 1846**—A plan of the campaign against Mexico and the manner of prosecuting the war was fully considered. I brought distinctly to the consideration of the Cabinet the question of ordering an expedition of mounted men to California. I stated that if the war should be protracted for any considerable time, it would in my judgment be very important that the U.S. should hold military possession of California at the time peace was made, and I declared my purpose to be to acquire some others of the Northern Provinces of Mexico whenever a peace was made.

**ASK YOURSELF**

- Do you think President Polk wanted to avoid war with Mexico?
- On March 28, 1846, Polk wrote, "The question followed how an appropriation could be obtained from Congress without exposing to the public and to Foreign Governments its object." What was the "object" that he refers to? Was he being secretive? If so, what might have been some reasons why?
- How does Polk describe Mexico's economic situation?
- Polk writes that the United States did not go to war "to make conquests." Do you agree with his statement? Why or why not?

**resource sheet**

# MEMORIES OF THE NORTH AMERICAN INVASION

(José María Roa Barcena was a Mexican writer of poetry, fiction, and history. The following are excerpts from his book *Recuerdos de la Invasion Norteamericana (1846–1848)* (Memories of the North American Invasion, 1846-1848, by a Youth of That Period).)

The rebellion of Texas, more due to the **emancipation** of the slaves in Mexico than to the fall of the federalist Constitution of 1824, would have taken place without the one or the other. It was the result of a plan by the United States, calculated and executed calmly and cold-bloodedly in a manner truly **Saxon**. It consisted in sending its nationals to **colonize** lands then belonging to Spain and later to ourselves and in inciting and aiding them to rebel against Mexico, **repulsing** any counterattack on our part and setting up an independent nation, obtaining in the process the recognition of some nations, and entering finally into the North American confederation as one of its states. . . .

Mexico, if it were to have acted with **prevision** and wisdom, should have written off Texas in 1835 while fastening into itself and fortifying its new frontiers. It should have recognized as an accepted fact the independence of that colony and, by way of negotiations, should have resolved any differences and settled boundary questions with the United States. It was **imprudence** and madness not to have done either the one or the other, but one has to agree that such judicious conduct would not have prevented the new territorial losses suffered in 1848. The area between the Rio Grande and Nueces rivers, New Mexico and Upper California, all these too were indispensable to the security and well being of the United States. . . .

The war with the United States found us in disadvantageous conditions in all respects . . . the weakness of our social and political organization, the general demoralization, the weariness and poverty resulting from 25 years of civil war, and an army insufficient in number, composed of forced **conscripts**, with armaments which were in a large part castoffs sold to us by England, without means of transportation, without ambulances, and without depots. As for our army, its inferiority and deficiency could be seen from that first campaign. . . ."

**ASK YOURSELF**

- Does Barcena believe the North American Invasion could have been prevented? If so, how?
- Does Barcena believe that Mexico could have somehow held on to the territories lost in 1848? Why or why not?
- How does Barcena describe Mexico's political state before the North American Invasion?


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**handout #2**

# THE TREATY OF GUADALUPE HIDALGO

(The treaty that ended the Mexican–American War was completed on February 2, 1848, in the city of Guadalupe Hidalgo, near Mexico City. The following articles are taken directly from the treaty.)

The United States of America and the United Mexican States, **animated by** a sincere desire to put an end to the **calamities** of the war which unhappily exists between the two Republics and to establish upon a solid basis relations of peace and friendship, which shall confer **reciprocal** benefits upon the citizens of both, and assure the concord, harmony, and mutual confidence wherein the two people should live as good neighbors, have for that purpose appointed their respective **plenipotentiaries**, that is to say: the President of the United States has appointed Nicholas P. Trist, a citizen of the United States, and the President of the Mexican republic has appointed Don Luis Gonzaga Cuevas, Don Bernardo Couto, and Don Miguel Atristain, citizens of the said Republic; Who, after a **reciprocal** communication of their respective full powers, have, under the protection of Almighty God, the author of peace, arranged, agreed upon, and signed the following:

**ARTICLE I**
There shall be firm and universal peace between the United States of America and the Mexican Republic, and between their respective countries, territories, cities, towns, and people, without exception of places or persons.

**ARTICLE II**
Immediately upon the signature of this treaty, a **convention** shall be entered into between a **commissioner** or commissioners appointed by the General-in-chief of the forces of the United States, and such as may be appointed by the Mexican Government, to the end that a **provisional** suspension of hostilities shall take place, and that, in the places occupied by the said forces, constitutional order may be reestablished, as regards the political, administrative, and judicial branches, so far as this shall be permitted by the circumstances of military occupation.

**ARTICLE III**
Immediately upon the **ratification** of the present treaty by the Governments of Mexico and the United States, orders shall be transmitted to the commanders of their land and naval forces, requiring the latter immediately to desist from **blockading** any Mexican ports and requiring the former to commence, at the earliest moment practicable, withdrawing all troops of the United States then in the interior of the Mexican Republic, to points that shall be selected by common agreement, at a distance from the seaports not exceeding 30 **leagues**; and such evacuation of the interior of the Republic shall be completed with the least possible delay; the Mexican Government hereby binding itself to afford every facility in its power for rendering the same convenient to the troops, on their march and in their new positions, and for promoting a good understanding between them and the inhabitants.

The evacuation of the capital of the Mexican Republic by the troops of the United States, in virtue of the above **stipulation**, shall be completed in one month after the orders there stipulated for shall have been received by the commander of said troops, or sooner if possible.

# handout #2

**ARTICLE V**

The boundary line between the two Republics shall commence in the Gulf of Mexico, three leagues from land, opposite the mouth of the Rio Grande, otherwise called Rio Bravo del Norte, or opposite the mouth of its deepest branch, if it should have more than one branch emptying directly into the sea; from thence up the middle of that river, following the deepest channel, where it has more than one, to the point where it strikes the southern boundary of New Mexico; thence, westwardly, along the whole southern boundary of New Mexico (which runs north of the town called Paso) to its western termination; thence, northward, along the western line of New Mexico, until it intersects the first branch of the river Gila (or if it should not intersect any branch of that river, then to the point on the said line nearest to such branch, and thence in a direct line to the same); thence down the middle of the said branch and of the said river, until it empties into the Rio Colorado; thence across the Rio Colorado, following the division line between Upper and Lower California, to the Pacific Ocean.

In order to **designate** the boundary line with due precision, upon authoritative maps, and to establish upon the ground landmarks which shall show the limits of both republics, as described in the present article, the two Governments shall each appoint a **commissioner** and a **surveyor**, who, before the expiration of one year from the date of the exchange of **ratifications** of this treaty, shall meet at the port of San Diego, and proceed to run and mark the said boundary in its whole course to the mouth of the Rio Bravo del Norte. They shall keep journals and make out plans of their operations, and the result agreed upon by them shall be deemed a part of this treaty, and shall have the same force as if it were inserted therein. The two Governments will **amicably** agree regarding what may be necessary to these persons, and also as to their respective escorts, should such be necessary.

The boundary line established by this article shall be religiously respected by each of the two republics, and no change shall ever be made therein, except by the express and free consent of both nations, lawfully given by the General Government of each, in conformity with its own constitution.

**ARTICLE VIII**

Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside, or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected, on this account, to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens, or acquire those of citizens of the United States. But they shall be under the obligation to make their election within one year from the date of the exchange of **ratifications** of this treaty and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories, property of every kind now belonging to Mexicans not established there, shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract, shall enjoy with respect to it guarantees equally ample as if the same belonged to citizens of the United States.



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**ARTICLE XII**

In consideration of the extension acquired by the boundaries of the United States, as defined in the fifth article of the present treaty, the Government of the United States engages to pay to that of the Mexican Republic the sum of 15 millions of dollars.

Immediately after the treaty shall have been duly ratified by the Government of the Mexican Republic, the sum of 3 millions of dollars shall be paid to the said Government by that of the United States, at the city of Mexico, in the gold or silver coin of Mexico. The remaining 12 millions of dollars shall be paid at the same place, and in the same coin, in annual installments of 3 millions of dollars each, together with interest on the same at the rate of 6 per centum per annum. This interest shall begin to run upon the whole sum of 12 millions from the day of the **ratification** of the present treaty by the Mexican Government, and the first of the installments shall be paid at the expiration of one year from the same day. Together with each annual installment, as it falls due, the whole interest **accruing** on such installment from the beginning shall also be paid.

# vocabulary

## Key Words

**abide by** (*vb*): to conform to; comply with
**abolitionists** (*n*): persons who seek to do away with slavery
**accrue** (*vb*): to accumulate or collect
**amicably** (*adv*): with goodwill; peacefully
**amnesty** (*n*): a pardon granted by an authority (usually the government)
**Anglo-Saxon** (*adj*): referring to the people of England and their descendants in the United States
**animated by** (*adj*): motivated
**annex** (*vb*): to incorporate or add new territory
**annexation** (*n*): incorporation of territory within the domain of a country
**appropriation** (*n*): money set aside by formal action for a specific use
**avail** (*vb*): to make oneself accessible to
**Bexar** (*n*): the old name for the city of San Antonio, Texas
**blockade** (*vb*): to block a harbor, coastline, or frontier from entry
**calamity** (*n*): a troubling or unlucky event; misfortune
**cession** (*n*): a ceding or giving up of territory
**Chapultepec** (*n*): a fortified hill in the southwest part of Mexico City
**chivalric** (*adj*): valiant, brave
**claimants** (*n*): those who assert a right
**colonization grants** (*n*): parcels of land given by a government to settlers who colonize and work the land
**colonize** (*vb*): to settle
**commissioner** (*n*): one appointed to carry out specific work on behalf of the government
**concessions** (*n*): rights or privileges given to a person or a group by another party
**conscripts** (*n*): people enrolled into military service by force; draftees
**construe** (*vb*): to understand or interpret
**convention** (*n*): an assembly of persons meeting for a specific purpose; the agreement made by opposing parties
**Cortes, Hernando**: Spanish conqueror of Mexico who lived from 1485–1547
**deport** (*vb*): to send one out of the country after illegal entry
**designate** (*vb*): to point out, indicate or specify
**dictatorial** (*adj*): relating to or befitting a dictator; oppressive
**dismember** (*vb*): to break apart
**dragoons** (*n*): heavily armed mounted troops
**emancipation** (*n*): the action or process of setting free or delivering from slavery
**emigrate** (*vb*): to leave one's country to live elsewhere
**emissary** (*n*): one sent on a mission as a representative of another
**endeavor** (*vb*): to try or attempt
**executive** (*n*): a branch of government that handles diplomatic relations, the execution of laws, appointment of officials, etc.
**exile** (*vb*): to force one to leave one's home country
**expulsion** (*n*): the expelling or forced removal of someone from a place or group

## vocabulary

**heretics** (*n*): those who reject accepted beliefs
**impartiality** (*n*): freedom from prejudice or bias; fairness
**imprudence** (*n*): indiscretion, rashness
**indemnify** (*vb*): to make compensation for incurred loss or damage
**industrious** (*adj*): hardworking
**inviolate** (*adj*): sacred; not violated
**league** (*n*): a measure of distance, varying in different countries
**martial law** (*n*): law applied in occupied territory by the military authority of the occupying power
**memorials** (*n*): petitions made to a government
**naturalized** (*adj*): having become established as a native
**Pizarro, Francisco**: Spanish conqueror of Peru who lived from about 1475–1541
**plenipotentiaries** (*n*): people with the full power to transact business
**prevision** (*n*): foresight
**procure** (*vb*): to achieve or get
**provisional** (*adj*): temporary
**ratification** (*n*): confirmation, approval
**reciprocal** (*adj*): shared by both parties; mutual; characterized by a return in kind
**redress** (*n*): reparation; compensation for a loss or wrong
**repulse** (*vb*): to drive or beat back
**Sabine** (*n*): the Sabine River in east Texas which was part of border disputes in the early 19th century between the United States and Spanish-occupied Mexico
**Saxon** (*adj*): referring to the Germanic people who invaded and conquered England in teh 5th century
**stipulation** (*n*): a condition or requirement
**surveyor** (*n*): one who appraises and maps land
**tithe** (*n*): a small tax or levy
**treason** (*n*): the betrayal of trust; attempting to overthrow one's government
**vicissitudes** (*n*): the favorable and unfavorable changes in life that occur by chance and are not under one's control
**vociferate** (*vb*): to stronly voice opinions

*Lesson Three*

# THE BRACERO PROGRAM

## A CASE STUDY OF COOPERATION

### Organizing Questions

- How did the Bracero Program affect relations between the United States and Mexico?
- What were some key articles of and reactions to the Mexican Labor Work Agreement?

### Introduction

The Bracero Program was created in 1942 by a joint commission of representatives from Mexico and the United States to fill a critical need for farm labor in the United States. As the United States entered World War II, many farmworkers were enlisted to fight in the war or work in the various war-related industries. As a solution to the farm labor shortage, several hundred thousand manual laborers, known as braceros (from the Spanish word *brazo* meaning arm), were recruited from Mexico and contracted to work on farms and railroads across the country, concentrating in areas such as California, the Pacific Northwest, and southwest Texas. Although the program was nationally instituted, the federal farm labor system was tailored to accommodate regional labor needs. Hence, in many cases, the braceros were put to work building railroads rather than laboring on the farms. Furthermore, while the program ended shortly after the war in the Pacific Northwest, the laborers continued to work in the Southwest until 1964. As a result of the Bracero Program, the United States witnessed great agricultural expansion and high levels of farm production throughout the country.

The program appealed to the Mexican workers because it provided economic opportunities that could not be easily found in their home country. With the Mexican Revolution of 1910 costing a countless number of peasant lives, and lack of governmental aid for farmers trying to sustain their agricultural existence, the Mexican peasants were forced to look outside their homeland for employment. Many, in fact, did not own any land in Mexico, and with the high unemployment rate, decided to head north to seek income.

Known officially as Public Law 45, the Bracero Program lasted until 1964 in some areas of the United States, and continued to influence Mexican immigration in the following years. Although some may view the program as a cooperative measure by the two countries, it was also controversial in both Mexico and the United States, with critics citing worker abuse and displacement of jobs for U.S. citizens. In fact, the Mexican workers at times revolted in protest against the working and living conditions by initiating strikes in order to have their demands for better conditions met.

# lesson three

Through the activities in this lesson, students will learn about the Bracero Program from different points of view, at both the individual level and at the country level. They will be provided the opportunity to study the voices and images of the braceros, official documents, and newspaper articles from the United States. The students will then be given a writing exercise in which they express their reactions toward some of the images and/or writings they have studied.

## Objectives

- to learn about the Bracero Program and its goal of resolving a labor shortage
- to study how perceptions and values affect the making of decisions and other actions
- to examine the theme of cooperation in the establishment of the Bracero Program
- to evaluate multiple perspectives on a controversial event
- to consider the interdependence of Mexico and the United States in the context of labor migration
- to analyze the connections between the Bracero Program and contemporary migration issues

## Materials

- Photographs, one set per group
- Handout #1: The Bracero Program, one copy per student

*Impressions*

- Impression #1: Transportation, one copy per group
- Impression #2: Meals, one copy per group
- Impression #3: Lodgings, one copy per group
- Impression #4: Wages, one copy per group
- Impression #5: Health and Medical Care, one copy per group

*Writing Exercises*

- Writing Exercise #1: Journal Entry, one copy
- Writing Exercise #2: Letter, one copy
- Writing Exercise #3: Article, one copy
- Writing Exercise #4: Poem or Song Lyrics, one copy
- Writing Exercise #5: Essay, one copy
- Writing Exercise #6: Dialogue, one copy
- Writing Exercise #7: Story, one copy

## Time

Overview of the Bracero Program: 15 minutes

Analysis of Impressions: one to two class periods

Writing Activity: one class period


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## Teacher Preparation

1. Make a copy of every Impression for each group of students. Also prepare one set of photographs for each group.
2. Make one copy of each Writing Exercise handout.

## Procedure

1. Provide to the students a brief overview of the Bracero Program and explain the factors leading to the creation of the program. Alternatively, you may want to have students read Handout #1, The Bracero Program, for a brief overview.
2. Explain to the students that they will be studying five different Impressions that contain images, articles from the Mexican Labor Work Agreements, and personal quotes regarding the bracero experience. Also inform them that they will select an individual Writing Exercise to complete after studying the Impressions. Review the different writing choices with the class.

3. Have the students divide into groups of five to six. Distribute one set of photographs and one set of Impressions to each group.
4. Give ample time for the groups to study the Impressions. Encourage them to reflect upon the varying perspectives that are brought forth by the different voices and images.
5. Once the groups have finished studying the Impressions, have each student choose one Writing Exercise to complete on his/her own. Provide students one class period to finish their chosen writing activity, or have them complete the assignment as homework.
6. After the students have completed their writing assignments, have them reconvene into groups and share their writings among themselves.

7. Have one student from each group act as a group representative and share one or two of the writing assignments of the group with the rest of the class. Allow at least one class period for procedure steps 6 and 7.

## Debriefing Questions

After completing the activity, students should come away with a good grasp of the history of the Bracero Program and how it affected the relations between the United States and Mexico. Possible follow-up questions are as follows:

- Explain the economic interdependence of the United States and Mexico in the context of the Bracero Program. How does the need

for manual labor in a country affect relations between that country and the country supplying the labor?

- What are some of the political implications that follow such a bilateral agreement between two countries? The Bracero Program officially concluded in 1964, mostly as a result of pressure exerted by religious groups and Mexican Americans who felt that the program was harmful to the workers. As a class, discuss possible reasons why the protesters felt the Bracero Program was detrimental, and consider some of the ways the U.S. Congress could have dealt with the situation.

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*Archival Sources*

Oregon State University Archives, Oregon State University, Corvallis, Oregon.

Cooperative Extension Service Records, Washington State University Libraries, Washington State University, Pullman, Washington.



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**handout #1**

# THE BRACERO PROGRAM

## Overview

The Bracero Program was created in 1942 by a joint commission of representatives from Mexico and the United States to fill a critical need for farm labor in the United States. As the United States entered World War II, many farmworkers were enlisted to fight in the war or work in the various war-related industries. As a solution to the farm labor shortage, several hundred thousand manual laborers, known as braceros (from the Spanish word *brazo* meaning arm), were recruited from Mexico and contracted to work on farms and railroads across the country, concentrating in areas such as California, the Pacific Northwest, and southwest Texas. Although the program was nationally instituted, the federal farm labor system was tailored to accommodate regional labor needs. Hence, in many cases, the braceros were put to work building railroads rather than laboring on the farms. Furthermore, while the program ended shortly after the war in the Pacific Northwest, the laborers continued to work in the Southwest until 1964. As a result of the Bracero Program, the United States witnessed great agricultural expansion and high levels of farm production throughout the country.

## Economic Opportunities

The program appealed to the Mexican workers because it provided economic opportunities that could not be easily found in their home country. With the Mexican Revolution of 1910 costing a countless number of peasant lives, and lack of governmental aid for farmers trying to sustain their agricultural existence, the Mexican peasants were forced to look outside their homeland for employment. Many, in fact, did not own any land in Mexico, and with the high unemployment rate, decided to head north to seek income.

## Controversy

Known officially as Public Law 45, the Bracero Program lasted until 1964 in some areas of the United States, and continued to influence Mexican immigration in the following years. Although some may view the program as a cooperative measure by the two countries, it was also controversial in both Mexico and the United States, with critics citing worker abuse and displacement of jobs for U.S. citizens. In fact, the Mexican workers at times revolted in protest against the working and living conditions by initiating strikes in order to have their demands for better conditions met.

## TRANSPORTATION

ARTICLE 4, Transportation—The Employer shall provide transportation at no expense to the Worker between the Reception Center and the place of employment (including 70 pounds of personal articles but not including furniture), between places of employment, and, when necessary, between lodgings and places of employment. When transporting the Worker between the Reception Center and the place of employment and between places of employment, the Employer shall also furnish food and lodgings when necessary. While the Worker is waiting for return transportation to the Reception Center or to a new place of employment, he shall be furnished subsistence at the expense of the Employer, if he is not afforded the opportunity to work during such period.

All transportation between the Reception Center and the place of employment and between places of employment shall be by common carrier or other adequate transportation facilities, provided that such other transportation facilities, when used to transport the Worker, shall have sufficient and adequate fixed seats for the transportation of passengers, adequate protection against inclement weather and shall meet the same safety requirements that are applicable to common carriers.

The Employer shall not, however, be required to reimburse the Worker for return transportation and subsistence from the place of employment to the Reception Center, or to the port of entry, if the Worker fails to complete his contract for reasons attributable to the Worker, when so determined in accordance with the provisions of Article 21 of this Agreement, and in such event the Employer may deduct from the Worker's earnings the contracting fee paid by the Employer to the United States for contracting the Worker.

—from The Mexican Labor Work Agreement

"The Houston Police Department had to feed one man Wednesday because it put him in jail, and as a result it wound up serving supper to 75 more. The 75, all braceros who were being hauled in a big trailer truck to Vienna, Georgia, were stranded here all day after a policeman jailed the driver of the truck. The braceros, Mexican nationals in this country by international agreement to do farm work, spent the day on the police station lawn and driveways, hungry for food and smokes, and scurrying for shelter during the thunderous afternoon downpour. Nobody donated them lunch, but about 5:30 p.m. the jail authorities lined them up and served them a stew supper. Another truck, ordered here from another city, was expected to pick them up during the night."

—from *The Houston Post*, August 20, 1953

"It is not good when the men come in the freight cars. Many times there is no drinking water. There is no heat in the cars, and the trip lasts all night. There are no toilets in the freight cars. The men who have been [here] before take tin cans with them, and go to the toilet in them, and then throw them out the door. But many of the men have to go to the toilet by leaning out of the big sliding doors of the cars, and it is dangerous. There have been several times when we got trains with two or three men missing because they had fallen off on the way."

—employee of the Bureau of Migratory Labor, 5/11/58, excerpted from *The Bracero Program in California*, by Henry P. Anderson (New York: Arno Press, 1976), p. 110



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# impression #1

"One time I remember, _____ had a bunch of [Mexican] nationals he wanted to bring in to the consul here in town, to renew their contracts. He didn't want to lose any more time than he could help, so he went out to the field where they were working, and loaded them onto the first thing he could find. They happened to be spreading fertilizer that day, and the manure spreader was the handiest thing around. So he loaded them all onto that manure spreader and brought them into downtown San Jose to see the consul."

—representative of the State Farm Placement Service, 12/18/56, excerpted from *The Bracero Program in California*, by Henry P. Anderson (New York: Arno Press, 1976), p. 118

(Photo: Braceros in line at the train station, "[P20: 790] Courtesy OSU Archives")

(Photo: Braceros on a truck, "[P120: 2789] Courtesy OSU Archives")

# impression #2

## MEALS

ARTICLE 6, Meals—The Employer, when he maintains the necessary facilities, shall provide meals to the Worker on the same basis as he provides such facilities to domestic workers. When the Employer furnishes meals to the worker, they shall be furnished at cost, but in no event shall the charge to the Worker exceed $1.75 for the three meals. Where an Employer does not furnish restaurant facilities, he shall furnish, when requested by the Worker preparing his own meals, necessary cooking utensils and facilities, including fuel ready for use for cooking purposes.

The Worker, within one week after his arrival at the place of employment, shall decide whether he wishes to obtain his meals at the restaurant of the Employer, when the Employer maintains that facility, or whether he desires to prepare his own meals; the Employer shall, when required to furnish subsistence, pay the Worker the same amount that he charges for subsistence, provided that when he furnishes cooking and eating utensils, when requested to do so by the Worker, he may pay such worker for subsistence 25 cents per day less than the amount he charges Workers utilizing his restaurant facilities.

In those cases in which the Employer does not provide restaurant facilities to the Worker and is required to pay subsistence to the Worker, the amount to be paid by the Employer for meals shall be determined by the Secretary of Labor and shall be based on the cost of a diet found by the U.S. Department of Agriculture (Bureau of Human Nutrition) to be necessary for Workers performing arduous tasks.

—from The Mexican Labor Work Agreement

"The men in the camp here say they are pretty unhappy about the food. It seems that the cooks in the camp prepare a large quantity of one particular kind of food and they serve that dish every meal for three or four days straight. You can see that this saves them a lot of work, but the men don't like it much. They get quite tired of having macaroni, for example, every meal for three or four days in a row."

—bracero interview, 7/17/57, excerpted from *The Bracero Program in California*, by Henry P. Anderson (New York: Arno Press, 1976), p. 89.

"I have been in plenty of camps where just looking at the mess hall invoices were enough to make you physically sick. They would consist of things like pigs' snouts, pigs' ears, green tripe, neck bones, pigs' jowls, pigs' tails, and once in a great while for a special treat, maybe some hamburger. There was one camp which was feeding the men this kind of stuff day in and day out, where we finally took the men away from them. We gave them repeated warnings and told them to start feeding better, but they didn't do a damn thing about it."

—from a Department of Labor representative, 5/8/57, excerpted from *The Bracero Program in California*, by Henry P. Anderson (New York: Arno Press, 1976), p. 85.

(Photo: Braceros in the mess hall, reprinted from *Mexican Labor and World War II: Braceros in the Pacific Northwest* with permission from the author, Erasmo Gamboa)

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# LODGINGS

ARTICLE 7, Lodgings—Except as otherwise provided in this Article, the Employer shall furnish the Worker, upon his arrival at the place of employment and throughout his entire period of employment, without cost to the Worker and subject to such standards as may be prescribed by the Secretary of Labor: (1) hygienic lodging adequate to the climatic conditions of the area of Employment; (2) beds or cots, and mattresses and blankets when necessary; (3) potable water in sufficient amounts to satisfy the needs of the Worker; (4) fuel sufficient for heating the quarters and for cooking purposes, when necessary; and (5) sanitary facilities.

If the Employer's place of employment is within approximately one hour's travel from the port of entry, the Employer may, with the consent of the Secretary of Labor, contract the Worker on a basis whereby the Worker will commute daily between the border port of entry and the place of employment, and he shall be furnished lodgings as specified herein or in lieu thereof at the expense of the Employer; and adequate daily transportation, in accordance with the standards prescribed in Article 4 of this Agreement, between the specified border port of entry and the place of employment.

If the Employer furnishes lodgings and the Worker nonetheless prefers to commute daily between the border port of entry and the place of employment, such transportation shall be at the expense of the Worker.

—from The Mexican Labor Work Agreement

"We found them living in chicken coops and all kinds of fantastic setups. . . . In my end of the county there were 110 camps. All but two or three required repairs. What we do is give them a warning and they usually promise to take care of whatever we suggest. However, ten of the 110 camps were beyond hope. They were so bad that no amount of repairs could bring them up to snuff."

—from a compliance officer of the Department of Labor, 5/8/57, excerpted from *The Bracero Program in California*, by Henry P. Anderson (New York: Arno Press, 1976), p. 71.

(Photo: Bracero camps, "Washington State University Libraries, Cooperative Extension Service Records, No. 82-079, Washington State University")

(Photo: Interior of the camps, "(P120: 2744) Courtesy OSU Archives")

# WAGES

ARTICLE 8, Wages—The Employer shall pay to the Worker no less than the wage rates determined by the Secretary of Labor to be the prevailing wage rates paid to domestic workers in the area of employment for similar work at the time the work is performed. The payment of wages to the Worker shall be in the same manner as payment is made to domestic workers in the area of employment.

The pay period for the Worker shall be established at intervals no less frequent than those established for the Employer's domestic workers; provided that in no event shall the Worker be paid less frequently than biweekly. The Employer may defer the payment of not to exceed one week's earnings of the Worker, the earnings to be deferred being those accrued in the week immediately preceding the current pay period, until the final payment of wages is made to him, at which time payment shall be made of all sums due to the Worker.

—from The Mexican Labor Work Agreement

"I waited for two months in Mexico City before I was put on the Yucatan State List and permitted to go to Empalme. When I got to Empalme I waited another 15 days before they sent me to El Centro. My friends and I got our contracts on May 19. The contract states that we are supposed to get 20 cents a sack for harvesting onions. . . . When we got to the field we asked how much we were going to get, to make sure. They wouldn't tell us. After we started working we found out that we only got 15 cents a sack. They were big sacks. Working hard all day, the most I could pick was 29 sacks. This took me 11 hours. I wasn't making enough to pay for my board and insurance. All I got clear on my check was 41 cents. I am married and have two children, and I sure can't support them with 41 cents. I make more in Mexico.

. . . . We were told that since we came so far, from the south of Mexico, that we would be able to choose an employer from northern California. We were ushered into the selection barracks, where we were offered contracts to the Imperial Valley. We refused them. Then the boy who runs the selection barracks marked something on the back of our passports, that we had refused. Later, when employers from northern California would come in to select men, they would look on the back of our passports and turn us down. They kept this up for five days.

Finally, we were told that if we didn't accept employment we would be shipped back to Mexico. We were forced to accept contracts here in the Imperial Valley. We worked three days, and now we are quitting.

There are seven of us that left our jobs and are going back to Mexico. Out of these seven, I was the one who earned the most—41 cents, net. Another man made 26 cents, another one made 24 cents, and another one made 20 cents. We don't have enough money to get home."

—bracero interview, 5/22/58, excerpted from *The Bracero Program in California* by Henry P. Anderson (New York: Arno Press, 1976), p. 132

"None of the men in my camp went to work today. It is just no use working. We make no money, whether we work or don't work. . . . When we weigh in the cotton, instead of only deducting four pounds for the sack, they deduct ten pounds."

—bracero interview, 9/26/58, excerpted from *The Bracero Program in California* by Henry Anderson (New York: Arno Press, 1976), p. 146



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## HEALTH AND MEDICAL CARE

ARTICLE 10, Insurance—The Employer shall provide for the Worker, at the expense of the Employer, the same guarantees with respect to medical care and compensation for Personal Injury and Disease as defined in this Agreement, as may be provided in like cases for domestic agricultural workers under the applicable State law for the State in which such Worker is employed at the time such Personal Injury is sustained or such Disease. ,

In the absence of applicable State law, the Employer shall obtain an insurance policy to cover the payment of benefits, including medical, surgical, and other necessary care and treatment provided for in this Article. If the Employer can establish sufficient financial responsibility for the payment of such benefits to the satisfaction of the Secretary of Labor, he may assume such obligations himself as self insurer.

—from The Mexican Labor Work Agreement

"I got sick, too. I think it was the food that made me sick. I went to the doctor. He said I was lying—that I was not really sick. The receptionist was very mean, also. The doctor got very angry, and refused to give me any treatment. I said that I was going to talk to the Mexican Consul. The doctor and the receptionist said that I should not see him. Finally, the doctor gave me a shot, but he still said there was nothing wrong with me.

I told the Consul about the camp, and he went out and inspected the camp. After he was there, several things were better. The trucks were not so crowded; the dishes were washed better; the food was a little better.

About 20 days after I got to Blythe, my legs, hands, arms, and face got swollen. They felt as though pins were sticking in them. But I was afraid to go back to the doctor. He was mean and rough to all the men. Many of the men were afraid of him, and would not go to him for this reason.

When I worked, my whole body would get swollen and sore. I did not even work three days out of a week. I only made enough to pay my board. Some weeks I did not even make that much. I finally decided to go back home.

Now my legs hurt. I would like to get medical treatment, but they tell me I cannot get it here. I do not want to be sent back like this. I will be useless in Mexico now. I will not be able to help my parents on the farm. I have not told my parents that I am sick because I am so ashamed. How can I return home when I have no money at all, and I am sick besides? Don't I have any rights?

I went to the representative of the U.S. government and he was very cruel to me. Now I want to see the Mexican Consul. I will see if I have any rights."

—bracero interview, 5/13/58, excerpted from
*The Bracero Program in California*, by Henry P. Anderson
(New York: Arno Press, 1976), p. 226

# impression #5

"I am leaving my contract before it is over. We worked only one day a week. The food stank. I have pains in my chest and back from the cold, wet weather. I went to the doctor, but he didn't even examine me. He only gave me pills. We pay for the insurance, but what is the use of having it? It is no good. We will not be cured. We get pills for broken legs the same as we would get them for headaches. The same pills we can buy anywhere for five cents. I am going back to Mexico to get cured."

—bracero interview, 6/17/58, excerpted from
*The Bracero Program in California*, by Henry P. Anderson
(New York: Arno Press, 1976), p. 248

(Photo: Health inspection of braceros, reprinted from *Mexican Labor and World War II: Braceros in the Pacific Northwest* with permission from the author, Erasmo Gamboa)

(Photo: Bracero with a nurse, "(P120: 2806) Courtesy OSU Archives")



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# writing exercise #1

## JOURNAL ENTRY

Choose one of the Impressions. Take time to read and think about the Impression you select. Once you are ready, write a journal entry describing your reaction to the Impression. Think about some of the following questions in writing your journal entry:

- What thoughts and feelings came to you as you examined the Impression?
- What issues did this Impression raise for you?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.

# writing exercise #2

## LETTER

Choose one of the Impressions. Take time to read and think about the Impression you select. Once you are ready, write a letter describing your reaction to the Impression. The letter can be to a friend, to a Senator, or to the editor of a newspaper. Think about some of the following questions while writing your letter:

- What thoughts and feelings came to you as you examined the Impression?
- What issues did this Impression raise for you?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.



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# writing exercise #3

## ARTICLE

Choose one of the Impressions. Take time to read and think about the Impression you select. Once you are ready, write an article describing your reaction to the Impression. The article can be for a newspaper or a magazine. Think about some of the following questions while writing your article:

- What thoughts and feelings came to you as you examined the Impression?
- What issues did this Impression raise for you?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.

# writing exercise #4

## Poem or Song Lyrics

Choose one of the Impressions. Take time to read and think about the Impression you select. Once you are ready, write a poem or song lyrics describing your reaction to the Impression. Think about some of the following questions while writing your poem/song lyrics:

- What thoughts and feelings came to you as you examined the Impression?
- What issues did this Impression raise for you?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.





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# writing exercise #5

## Essay

Choose one of the Impressions. Take time to read and think about the Impression you select. Once you are ready, write an essay describing your reaction to the Impression. Think about the following questions while writing your essay:

- What thoughts and feelings came to you as you examined the Impression?
- What issues did this Impression raise for you?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.

# writing exercise #6

## DIALOGUE

Choose one of the impressions. Take time to read and think about the Impression you select. Once you are ready, write a dialogue between two people that incorporates some of your reactions to the Impression. Think about some of the following questions while writing your dialogue:

- What thoughts and feelings came to you as you examined the Impression? Were they one-sided, or ambivalent? Will the two people in the dialogue be in agreement, or presenting two different points of view?
- What issues did this Impression raise for you? How would the people in your dialogue talk about these issues?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.





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# writing exercise #7

## STORY

Choose one of the Impressions. Take time to read and think about the Impression you select. Once you are ready, write a story describing your reactions to the Impression. Think about the following questions while writing your story:

- What thoughts and feelings came to you as you examined the Impression? What are the characters in the story like, and what are they feeling?
- What issues did this Impression raise for you?
- Immigration to the United States from Mexico is still going on in many different forms. Think about some of the connections between the Bracero Program and current immigration issues.